



SEND Information Report for REACH School



REACH School



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Reviewed and updated annually by the SENDCO

Date Reviewed September 2023
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The Special Educational Needs and Disability Regulations (2014) require each school to publish certain information regarding provision for students with special educational needs and disabilities (SEND). At Reach school we hope parents/carers of current and prospective students find the following information helpful. We encourage all interested parties to contact the school for more information.

What is SEND and SEND support?

SEND stands for special needs and, or a disability.

The Code of Practice 2015 states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

What kind of special educational needs are provided for?

REACH School is an Alternative Provision setting primarily for Key Stage Four students (years 10-11) with some transitional programmes for Key Stage 3 (Year 9) students where able. REACH is committed to being as inclusive as possible, with the needs of SEND learners being met within school wherever possible. Special Educational Needs fall within 4 categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A student may have needs that fall into one or more of the above categories. Where a student is identified as having SEND, REACH will seek to remove barriers to learning and put SEND provision in place.

Birmingham's Local Offer

Within Birmingham there is much information about types of Special Educational Needs and Disabilities and services and provision available for those with additional needs. You can find information about what is available in Derby at <https://www.localofferbirmingham.co.uk>.

What policies for SEND are available?

SEND Policy (2023-2024) is currently available. Other school policies available that relate to SEND include: Behaviour Policy, Attendance Policy, Careers Policy, Curriculum Policy, Teaching and Learning, Medical Conditions, SEMH, Safeguarding, Equal Opportunities and the school accessibility plan. This report is written in compliance with the SEND Code of Practice (2015) and section 69 (2) of the Children and Families Act (2014).



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How does the school know if children need extra help?

Identification

The emphasis at REACH School is on the early identification of learning difficulties and educational needs, thus permitting prompt assessment and appropriate provision.

The SENCo considers:

- Pre-transfer information from previous schools, including about students with statements/EHCPs
- Concerns expressed by subject teachers and/or Behaviour and Learning Practitioners
- Parental concerns
- Monitoring of student progress and engagement
- Cognitive Ability Tests (spelling and reading) on entry and potential for Access Arrangements identified as part of the exams process.

The progress of all students is monitored regularly by subject teachers and the senior leadership team by data analysis and pupil progress meetings, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. When deciding whether to make special educational provision for a young person, a meeting will be arranged between the **SENDCo and subject/class teachers** to consider all the information gathered from within the school.

This will be discussed with parents/carers and the pupil concerned highlighting areas of strength or difficulty, planned additional support the student may need and discuss any referrals to outside professionals to support the young person's learning.

Where a young person is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. In accordance with the SEND Code of Practice (2015), SEND support will take the form of a four part cycle called the Graduated Response:

Assess - The student will be assessed thoroughly to identify the key area of need and 'next steps' targets will be produced

Plan - Provision needed to support the student to achieve their 'next steps targets will be carefully planned to scaffold the students learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered in class), this is delivered by skilled teachers/support staff.

Do - The support planned is put in place and monitored over a period of time leading to review.

Review - Following the additional support, it will be reviewed against the student's targets in order to consider next steps. Where additional or specialist support is provided targets are set and regularly reviewed by the SENDCO and people involved in the delivery of support.

We aim to work with the young person and parents through this process.



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What should I do if I think my child/young person may have special educational needs?

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to their child's Head of Year to discuss their concerns, who will then liaise with our Special Needs and/or Disabilities Coordinator (SENDCo) appropriate.

What are the different types of support available at our school?

Teachers and our Pastoral Team have the highest possible expectations for your child and all young people in their group. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of young people, including those with SEND. This includes whole school training on SEND issues, Mental Health and Trauma Informed and Attachment Awareness (TIAAS).

REACH aims to teach all students together in smaller groups where possible, with the subject teacher adapting teaching and supporting the student. Group sizes are no bigger than 8 students in a class. Additional adults are often present in the teaching rooms to support the learning and/or additional needs. At times it may be necessary for a student with SEND to assess intervention; either as part of a group or 1:1 with targeted interventions. These are strategies which may be suggested by the SENDCO or other professionals working with your child to support learning and engagement.

For some students the school uses outside support agency resources and staff with parental agreement. REACH provides a range of support and interventions which may be used when we identify a need for additional support. We will regularly monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

Targeted support:

Where appropriate, students may receive additional support to target specific needs such as literacy, handwriting development, reading, numeracy, and social, emotional and mental health/wellbeing:

Area of need	Communication and Interaction	Cognition and Learning	Social emotional and Mental Health	Sensory and/or physical needs
Resources	<ul style="list-style-type: none"> Flexible teaching arrangements Help in literacy skills Help in acquiring language skills Help in articulation Help in organising written language Help in alternative forms of communication Use of ICT Use of Conexus Tuition for 1:1 intervention 	<ul style="list-style-type: none"> Flexible teaching arrangements Help in literacy skills Help in sequencing and organisational skills Help in organising written language Help in problem solving and developing concept Additional learning materials Use of Conexus Tuition for 1:1 intervention 	<ul style="list-style-type: none"> Flexible teaching arrangements Help in adjustment to academy routine Help in development of social skills Help in acquiring positive integration skills School systems which control difficult behaviour and encourage positive behaviour 	<ul style="list-style-type: none"> Flexible teaching arrangements Appropriate seating and lighting Adaptation to physical environment Alternative forms of communication Specialised aids and equipment Modified learning materials



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	<ul style="list-style-type: none"> Adaptive teaching methods 	<ul style="list-style-type: none"> Adaptive teaching methods 	<ul style="list-style-type: none"> Creative/artistic interventions 	
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There are many more that may be put in place depending on the individual pupils needs.

What emotional, mental and social support is available for students with SEND?

Pastoral mentoring, counselling services, family support work and links with external agencies are all provided to ensure that social, emotional and mental health needs of our SEND students are met. We also offer creative/artistic interventions to assist students in understanding their own emotions and self-regulation strategies. A part time psychotherapist (1 ½ days a week) sees a caseload of pupils.

What adaptations may be made to the curriculum or the learning environment to support children with SEND?

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- A calm, routine and safe environment
- Seating arrangements in the classroom
- The temperature of the classroom
- Using enlarged resources/adapted resources
- Use of ICT including reading aides
- Leaving lessons early/time out cards/strategy to learn cards
- Review of progressive timetables
- Use of colour overlays to support students with dyslexic tendencies
- Having someone scribe your work or use of assistive technology
- Adaptive teaching methods

Most students access the National Curriculum at their broad age appropriate expectations and teaching is adapted in our small teaching groups to enable them to be successful.

How is the decision made about what type and how much support my child will receive?

Quality First Inclusive Practice is the high standard of differentiated quality teaching that we expect all staff to deliver at REACH School. Parents are contacted when concerns arise, or additional support groups or individual intervention takes place; a discussion is held as to what provision the school will be making. If a student needs to be referred to an outside agency, parents will be asked for their permission and views which form part of referral process. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCO oversees all additional support and regularly shares updates with Governing Body.

How will my child's progress be monitored?



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Student progress is continually monitored by subject teachers, Senior Leadership Team, Pastoral, as well as the SENDCo. Progress is reviewed at regular intervals throughout the academic year and weekly teaching and learning meetings.

If your child requires SEND support or has an EHC Plan, you will receive regular formal reports on their progress as well as having the opportunity to speak to subject teachers. The SENDCO will also monitor that the young person is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

The progress of young person with an EHC Plan is formally reviewed at an annual review.

How will school keep me informed of my child's progress? / How will school help me to support my child's learning?

Termly parent review days and reports give all parents and carers regular feedback on their child's progress. If your child receives regular extra support you will receive additional feedback on their progress. When appropriate, parents and carers may be contacted mid-term to discuss the support that the school are providing and advice will also be given on how they can help their child at home. Pupil's views will be obtained and they will be asked to join the meetings. We work in partnership with parents to support each young person's wellbeing, learning needs, progress and aspirations. Teachers are available to meet with parents before or after school if needed. Parents can also contact the school for an appointment with the SENDCO.

How will school involve other professionals? You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school. Professionals working with REACH will include representatives from Communication and Autism Team, Pupil School Support, Counselling services, Speech and Language and School Nursing Team.

What training have the staff had supporting children with SEND had?

The school has a development plan, identifying training needs for all staff to improve teaching and learning of all students including those with SEND. This may include whole staff training on SEND issues or to support identified groups of learners in school, such as ASD or dyslexia. Whole staff training will be to disseminate knowledge, strategies and experience and to ensure consistency of the schools approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in School. We regularly invest time and money in training our staff. All of our teachers hold qualified teacher status and training is given regularly to all staff on specific learning needs.

The SENDCO attends regular meetings organised by the Local Authority and South Network of Schools. The SENDCO is currently undertaking the National SENDCO Award and has recently completed a Post-Graduate Diploma in Integrative Psychotherapeutic Counselling and a Post-Graduate Certificate in Education.



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How will school prepare and support my child to join the school?

We have an Induction programme in place for welcoming all learning into our setting. This includes baseline testing in Reading, Spelling, English and Mathematics so we can group and identify support for students accordingly. Pastoral and SEND mentoring is provided for students as and when needed.

How will my child be able to share their views?

Upon admission at REACH School, students complete a 'This is Me' profile, 'Fresh Start' and emotional literacy tasks. These provide information about the students likes and dislikes and what they feel helps them learn best. This will enable your child to discuss their views about the academy and any problems they may have. As teachers and staff continue to build relationships and identify needs, these documents are updated to identify further factors that can help the student learn. We value and celebrate each young person being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the student voice and pastoral/SEN interventions

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes.

How accessible is the school?

Where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. The school is accessible to students with physical disability via a lift. We have a disabled toilet on each floor.

What should I do if I have a complaint regarding my child's SEND?

We take our responsibilities seriously and work hard to ensure that each child's special education needs and disabilities are met. However, should a parent have a complaint regarding this, then the school's complaints procedure should be used, which can be found on the school website.

Named school contacts for SEND:

- **SENDCO: Mrs Samara Holme**
- **SEND Governor: Mr Tim Boyes**
- **Headteacher: Mr John Gibson**

How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

On our board of governors, we have an allocated governor who is responsible for Special Educational Needs (Tim Boyes). His job is to meet regularly with the SENDCO and ensure that children and families are being supported appropriately in school. The SEN Governor also visits the school, observes what happens in classrooms and meets with class teachers, support staff and children and young people.



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In addition, the SENDCO reports half-termly to the Board of Governors so that the whole governing body is aware of how Special Educational Needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the Headteacher and SENDCO if appropriate provision isn't being made.

How does the school support pupils with Special Educational Needs through transition?

Year 11 to Post 16 Transition:

- Students with additional needs are advised and supported to make appropriate choices in discussion with staff, parents and carers
- SENDCO with the CEIAG Careers Leader may support with access to visits and interviews at further education institutions, passing on information on the student's needs, educational background and support to date
- Students with an EHCP are advised by a Careers Advisor who advises through personal action plans which are then passed on to SENAR with Post-16 choices of colleges or training.

All students in year 11 receive careers guidance sessions on a regular basis.

- This will involve:
- Pathways
- Active Citizens
- Enterprise sessions
- Site visit and presentation of enterprise ideas.
- CV's
- Application forms

How does REACH School get more specialists help for pupils if they need it?

In our school if we feel a pupil needs more specialists help, we can work with the following people to get this.

Agency or Service	Who they work with	How school can get in touch with them
Pupil and School Support	PSS support REACH School in meeting the needs of our students. They do this by training staff in delivering specific interventions and on specific areas of SEND need, and also by assessing individual students so that they can advise on the best support for them.	School has an allocated worker who they will contact after a parent or carer signs a consent/referral form. Pupil Support Services: http://acesstoeducation.birmingham.gov.uk/index.php/PSS/welcom-e-to-the-pupil-and-school-support-service.html



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Educational Psychology Service	Students whose educational needs cannot be met by internal interventions alone.	School has an allocated EP who they will contact after a parent or carer signs a consent/referral form.
West Midlands Speech and Language Therapy.	The SENDCO may liaise with the SALT department of the local Community Healthcare NHS Trust in order to facilitate work with students who meet the threshold for NHS treatment. We may also buy in speech and language support for students with speech language and communication needs who do not meet this threshold, considered on an individual basis.	School has an allocated contact person at the local NHS trust who they can contact. Parental consent is sought, and consent signed before a student is seen by Speech and Language therapist. Speech and Language: http://wmspeechtherapy.co.uk/
Communication and Autism Team	Students with a diagnosis of ASD, including Asperger's Syndrome & Autism	School work with the Communication and Autism Team on a need basis and will contact after a parent or carer signs a consent/referral form. Communication and Autism Team: http://accesstoeducation.birmingham.gov.uk/index.php/CAT/welcome-to-the-communication-and-autism-team.html
School Nurse	Supports students who have medical and health issues which have an implication for their wellbeing in the school environment.	Referrals through Pastoral Leader School nurse: http://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/school-health-services-school-nursing/
Forward Thinking Birmingham	Forward Thinking Birmingham (formerly CAMHS) will provide clinical psychology and family therapy sessions for children and families with mental health issues which are judged to have a significant impact on their wellbeing. They also have a drop-in counselling service for children aged up to 25.	The SENDCO and Pastoral Leader are the gateway for FTB referrals initiated by pastoral staff. Forward Thinking Birmingham (Child and Adolescent Mental Health Services): Phone- 0300 300 0099 Website: https://www.forwardthinkingbirmingham.org.uk



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Children's Services/ Birmingham Families and Safeguarding Team	Provides a range of services for children and families.	School has a designated link person for referrals who will make contact after a parent or carer signs a consent/referral form.
Autism West Midlands	Support and training for parents of children with autism Online social network	Contact via request form on website www.autismwestmidlands.org.uk Telephone: 0121 450 7582
Birmingham Family Support and Safeguarding Service	Provides support for children and families with additional or complex needs, including those at risk.	http://www.lscbbirmingham.org.uk Birmingham Safeguarding Children's Board Room B54, Council House Extension, Margaret Street Birmingham B3 3BU Telephone: 0121 464 2612
Counselling	Counselling in school for students who have SEMH needs and significant levels of trauma/ACEs	The school employs a psychotherapeutic counsellor (BACP registered) who work with students through targeted interventions.

One of the ways in which we ensure students continue to be engaged in their own education and support is through regular, more informal monitoring chats with Pastoral Leaders and the SENDCO. The students are encouraged to speak honestly and openly about how things are going for them and any difficulties they might be experiencing.

To learn more about Birmingham's local offer for SEND:

Birmingham Local Authority's Local Offer can be found at:
<https://www.localofferbirmingham.co.uk/>

Agencies that may be of help to parents:

SENDIASS: Email - SENDIASS@birmingham.gov.uk

Phone- 0121 303 5004

Address- Lancaster Circus, PO Box 16289, Birmingham, B2 2XN

Website- <http://www.birmingham.gov.uk/sendiasm>