



**Perry Beeches**  
The Academy

# SEND INFORMATION REPORT



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Updated: December 2016

Welcome to our SEND information report, part of the Birmingham Local Offer for students with Special Educational Needs and Disabilities (SEND).

At Perry Beeches - The Academy, we remain committed to the social, personal and academic development of all learners irrespective of ability. As we work in an inclusive environment, our aim is linked to our vision of academic excellence for all students where they are given equal opportunities to achieve their true potential and develop the right skills; attitudes and knowledge that will help them transition into lifelong learning or employment.

Our Acting Head teacher is Mrs. E Adeoye

[eadeoye@pb-theacademy.co.uk](mailto:eadeoye@pb-theacademy.co.uk)

Our Special Education Needs Co-ordinator (SENCO) is Mrs. Susan Lewis

[slewis@pb-theacademy.co.uk](mailto:slewis@pb-theacademy.co.uk)

Our Deputy SENCO is Mrs. Jane Brothwood

[jbrothwood@pb-theacademy.co.uk](mailto:jbrothwood@pb-theacademy.co.uk)

Our Governor with responsibility for SEND is Ms Yvette Saunders

You can contact the school on: 01213604242

## 1. How does the school identify and assess students with Special Education Needs and Disability?

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age” SEND Code of Practice January 2015, 6.15

Students are identified as having special educational needs and disability (SEND) in a number of ways, including the following:

- Students identified as SEND by primary schools are placed on the register during the transition process.
- SENCO liaise with primary schools where information is shared on students who need support
- Communication with external agencies, e.g. paediatrician
- Students performing well below expected levels
- Concerns raised by teachers/parents/carers
- We assess and analyse the data from students’ Year 7 baseline assessments in all subjects as well as their Group Reading Tests (GRT) scores, in order to identify where additional support is needed.
- Access to Education e.g. Pupil School Support , Educational Psychologist
- Graduated Approach – Assess, Plan, Do, Review

## 2. What kinds of SEND does the school provide for?

At Perry Beeches- The Academy our aim is to ensure that every child regardless of needs or disability achieves his or her true potential. Students who have difficulties that affect their learning are recognised as needing specific types of support. These difficulties could be one or more of the following:

- Communication and Interaction -Autism Spectrum Condition(ASC), Specific Language Impairment (SLI)
- Cognition and Learning- Dyslexia, Dyspraxia, Dyscalculia, Mild Learning Difficulties
- Social, Emotional and Mental Health – ADHD, ADD, emotional difficulties, mental health difficulties
- Sensory and/or Physical Needs – Hearing Impaired, Visually Impaired, Medical Needs, Physical Disability

### **3. How does the school know how much progress is being made with the students with special education needs and disability?**

If there are concerns from staff that a student may have undiagnosed or specific learning requirements, a referral is made to the SENCO or Deputy SENCO by filling in a referral form stating the reason/s for concern.

- The Educational Psychology team and Pupil Support Services support the school in requests for EHCP assessments. Similarly, agencies such as the Communication and Autism Team will meet with individuals and provide specific advice once a formal diagnosis is given.
- Medical needs are assessed via School Nurse, GP or Children's Mental Health Services (CAMHS). Health referral teams such as physical therapy or sensory support service are appointed directly by the NHS and Local Authority.
- Students' reading ages are tested on a termly basis, so that any issues can be quickly identified and addressed.
- Pastoral teams (Head of Year and Deputy Head of Year) meet regularly to discuss any concerns whether social, emotional or mental health with the SENCO, the Designated Safeguarding Lead, the School Nurse, Attendance Manager and the Pastoral Manager.

### **4. Arrangements for consulting parents of children with SEN and involving them in their child's education**

At The Academy, we know the importance and value of working with the parents/carers of children with SEND. We communicate regularly with parents and they are involved in identifying needs, deciding outcomes, reviewing progress and seeking expertise at whatever point is needed. Contact between the SEND department and our parents happen regularly through telephone conversations, informal discussions and pre-arranged meetings. In addition, we hold a SEND Surgery once per term and Annual Reviews for students with a Statement/EHCP as part of the "assess, plan, do and review" process.

### **5. Arrangements for consulting young people with SEN and involving them in their education**

Students are encouraged to attend all parental / outside agency meetings and their views are considered at all stages of the 'assess-plan-do-review' cycle. Every student has a school passport where comments from parents/carers and teachers can be shared and responded to as needed. Included in the passport is a copy of students' Personal Development Plan (PDP) so that they can check their targets and assess their progress within lessons.

## **6. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

### Graduated Approach (Assess, Plan, Do, Review)

Within the SEND department we use the Graduated Approach "assess, plan, do and review" to evaluate the learning progress of students in order to provide effective interventions.

In addition:

- Assessments provide data that track the progress of individual students and match provisions to their needs.
- Teachers and Assistant teachers meet regularly each term with Head of Faculty at Student Progress Meetings (SPM) to discuss students' progress, attainment and intervention.
- At the end of each term, all students are tested, in order to track progress and results from this are tracked and reviewed to ensure that the provision in place to support students' needs is effective. To support with these tests, where appropriate, special access arrangements are made depending on students' needs.

## **7. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The SENCO and SEN team are building links with feeder primary schools in order to liaise and share information about future students. The school holds an induction day each year for prospective students to visit.

In addition, we are able to offer special visits for students with more complex needs.

- In the first academic term, students with SEND in Yr. 7 who are identified as being socially or emotionally vulnerable by their Primary school, receive additional support from their allocated teaching assistant or mentor to settle in.
- To have a smooth transition from KS3 to KS4, students with SEND are supported in choosing their subjects for GCSE and have the opportunity to attend taster sessions.
- Alternative provisions are also made available for students who are unable to do the traditional GCSE subjects, these include: Level 1/2 qualifications such as VCerts, BTEC, CACHE and ECDL.

At Key Stage 4:

- All students in Year 10 engage in our 'Aim Higher' university experience visit and complete the Skilled and Ready Birmingham Baccalaureate.
- Students are also able to attend a Careers Fair which is organised by the school and supported by outside agencies and institutions of higher learning.
- Transition to Key Stage 5 is supported by the Sixth form team at partner schools with interviews taking place in the spring term to discuss aspirations for Post 16.
- All appropriate information is made available to institutions to which a student may transfer and the school will support any transitional activities, where appropriate.

## **8. The approach to teaching children and young people with SEN**

Subject teachers are responsible for delivering High Quality Teaching and tracking and monitoring the progress of students in their lessons. They are also supported by the school SENCO and teaching assistants to help them to understand students' needs and develop strategies and resources to enable students to engage in learning. Students who are significantly below expected levels of progress across the curriculum will be given additional support.

These might include:

- Assistant teacher support in the classroom
- Withdrawal groups – where students have pre-arranged sessions for example, literacy, numeracy or both
- Targeted enrichment sessions- Reading
- Mentor sessions – study skills, organisation skills, social skills

## **9. How adaptations are made to the curriculum and the learning environment of children and young people with SEN**

Adaptations in curriculum and the environment are made on a student by student basis.

- Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student.
- Teaching Assistants work with teaching staff to adapt the curriculum for specific students to ensure curriculum accessibility. In some curriculum areas students are grouped according to ability, for example, in English and Math lessons, students with similar levels or reading ages are taught together, to ensure the lesson is pitched at a level that they can access.
- Students with a physical disability are able to use the lifts in school to move around the building and where appropriate other adaptations such as: ramps for wheel chair access and specially adapted toilet facilities.
- Where appropriate, time out passes, exam access arrangements, specific seating plans and coloured overlays are available to support students.
- Using the one page profile, we like to work alongside students to capture their strengths, their needs and what is important to them. This is shared with all staff so that they are aware of students' needs.

## **10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

Teaching Assistants work as part of a team with the SENCO and teachers to support students' individual needs and helping with inclusion of students with SEND within the class. Most of the staff in the SEND team have a Foundation Degree and some staff have had specific training in the following:

- Precision Teaching
- Phonics
- Numeracy
- Literacy
- Specialist Support in Teaching and Learning in Schools

At the Academy we believe that CPD is important for all staff, therefore, to improve day to day practice, there are Inset days for Assistant teachers, where training is provided to improve students' attainment. There is also training for new members of staff on various areas of SEND led by SENCO, Deputy SENCO or more experienced Level 3 Assistant teachers. Also, SEND staff works closely with PSS to support teaching and learning strategies for SEND students. Staff training is also important to ensure that staff is aware of the medical needs and general well-being of students.

Staff is trained annually on:

- Safeguarding Children
- Radicalisation and Extremism
- Administering Epi- Pens, Severe Allergies and other significant health/medical needs.

## **11. Evaluating the effectiveness of the provision made for children and young people with SEN**

The whole school assessment procedures are carried out for all students including those with SEND and targets are set and reviewed regularly.

- The SEND team track and monitor the impact of the support on students' progress to enable them to reflect on the effectiveness of the support given and make adjustments accordingly. Progress towards these targets is reviewed regularly, at least termly, and relevant information communicated to parents in line with the requirements of the SEND Code of Practice.
- Parents are also invited to attend SEND surgery once a term and are sent questionnaires to feedback on the provisions and support given to their child/children. This information is collated to identify gaps in provision.
- Heads of Faculty and Pastoral teams also report on the progress made by students at Students' Concerns meetings.
- SEND Evaluation happens every term and feedback is given to the Senior Leadership Team (SLT) and Governors.
- Governors' MIG Report monitors the effectiveness of provision within their capacity.

Students' non-academic progress is also tracked by those delivering intervention and every effort is made to give students a wholesome experience, where both academic and functional skills are developed. Some of these interventions include:

- Experiential days out to develop or enhance social skills
- Links with external organisations such as Safer Travel Birmingham to engage students

in their local community.

## **12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

The Academy has a vibrant student leadership team in all year groups and is given the opportunity to consult on whole school initiatives and share student views with senior leaders throughout the year. This year we are increasing student voice training and opportunities for students with additional needs through Student Voice Observations in lessons and questionnaires. Students are not excluded from taking part in any activity whether in curriculum time, extra-curricular or offsite.

Differentiation of learning by teachers and assistant teachers ensure that planning supports all of the students in the class. Differentiation could include any of the following:

- Adapting materials or resources to suit students' needs
- Deployment of additional staff to work 1:1 or carry out group work within the classroom or directed room/space outside the lesson.
- Pre-teaching content or vocabulary
- Providing additional resources/activities for home learning

In terms of social interactions and student voice, all students take part in school events and are given equal opportunities to engage in student leadership whether it is Student Council Representatives, Student Voice, Anti- Bullying Committee, Senior Students, Prefects, Head Boy or Head Girl.

## **13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

At The Academy we provide targeted support through the Pastoral Team, SENCO, School Nurse and Peer Mentors (Buddies). Students are encouraged to develop their emotional and social skills using personalised targets and depending on need, some SEND students have a mentor who they meet with on a regular basis to discuss views and concerns.

We also have access to or work with the following agencies:

- Communication and Autism Team (CAT)
- Pupil Support Services (PSS)
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Speech and Language (SP)
- Physical and Sensory (PS)

### Anti-Bullying

We have zero tolerance for bullying and strive to create a family friendly ethos, where everyone works together in a supportive and safe environment without fear of being bullied.



Please refer to our Anti- Bullying Policy in the Polices section of our website.

There are additional members of staff within school that can be contacted if students or parents have concerns.

### Pastoral Support

Form Tutor – form tutors play a very important role in the daily lives of students. They see students twice every day, at the start and end of the school day.

Head of Year – the Head of Year and Deputy Head of Year have oversight of all the students in the year group so are useful contacts for any extra information if required. If they are unable to assist directly, they will know who to contact to ensure that the query is resolved.

SLT Link – every year group has a member of the Senior Team attached to it. He or she is involved in the daily affairs of the year group and can therefore be useful contacts if students or families have any queries.

### Curriculum Support

Faculty Heads – if the query is regarding a particular subject, we encourage students and families to speak to the relevant subject teacher or head of faculty who will be able to provide specific answers.

In each case, contact can be made through the main reception either to discuss concerns via phone or to arrange a meeting.

School contact number: 01213604242

## **14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

Parents of students with SEND who wish to complain, should in the first instance contact:

The SENCO: Mrs Susan Lewis

Or a member of the Senior Leadership Team, who will address all concerns swiftly.

Deputy Head teacher: Claire Kilroy

Assistant Head teacher: Martin Newman

You may also refer to our Complaints Policy, on our school website.

### **Birmingham City Council Local Offer**

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### **Further information**

To find out more information please view Birmingham's web

page: [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

Call: 0121 303 1888 or email: [senar@birmingham.gov.uk](mailto:senar@birmingham.gov.uk)