

SEND Information Report

Meeting the needs of children with Special Educational Needs and Disabilities

Ethos

Bournville School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where it is needed. Bournville School has a resource base for pupils who have a hearing Impairment. The unit employs two qualified teachers of deaf and a specialist teaching assistant.

Head of Academy:	Joanne Cottle
Primary Lead/Primary DSL:	Rebekah Chappelow
DHT:	Sarah Yarker
DHT/SEMH Group Strategic Lead:	John Dovey
DT LAC:	Charlotte Cross
Secondary DSL:	Joanne Tully
SEMH Interventions Assistant:	Jessica Rogers

Faculty Staffing

AAHT/SENDSCO:	Hannah Lees-Smith
Qualified Teachers of the Deaf:	Sharon Kimberley (Monday-Wednesday) Angela Bevan (Tuesday/Thursday) Alison Fentem (Thursday/Friday)
Assistant SENDSCO:	Joy Vigers
Progress Group Instructors:	Kirsty MacLean Neil Weaver
Teaching Assistants:	Valerie Bell (Progress Group) Patricia Jordan (English) Su Nash (ASD/Science) Ruud Nuijens (Maths) Addila Kauser (Communication Support) Lindsey Corbett (Alpha to Omega/Sound Training)

All SEND provision is overseen and managed by the Senior Leadership team (SLT) and is coordinated by the Special Educational Needs Co-ordinator (SENDSCO). The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the Associates on how individual needs are being met and how SEND funding is being spent e.g. on specialist services and resources.

Hearing Impaired Resource Base

Currently we have pupils referred to the Resource Base directly from SENAR who have a hearing impairment (HI) and they either have a statement or a newly updated EHC plan which sets out that they require a different level of support. HI pupils have daily support from the Qualified Teachers of the Deaf (QTOD) and support staff who support them through different intervention types. Staff check radio aids and equipment before school starts, support pupils in their lessons and provide 1:1 or small group tutorials that either allow pupils to learn new vocabulary and language or post tutor pupils on lesson content. The QTOD's work alongside many external agencies, including the Cochlear Implant Team, Speech and Language Therapists and Audiologists who either visit the school to support pupils or those who work alongside the pupils and families.

Access arrangements to examinations are provided through assessment and liaison with the examination boards, to ensure continuity of support.

Please see the two linked documents on the Sensory Resource Base for further information.

Targeted Interventions

Accelerated Progress Group

The Progress Group is in place for both Year 7 and 8. The curriculum is focused on narrowing the gap within literacy and numeracy as well as focusing on reading and spelling skills.

Pupils are taught in the nurturing environment of the DSL Faculty area known as the Hub and it is staffed by the team that use a primary based approach to support pupils who achieved below age appropriate levels at primary school.

The Progress group curriculum is supported by both the English and Math's department to ensure that pupils are not working in isolation from whole school and allows open channels of communication to ensure that pupils can move from the Progress Group into whole school Math's and English lessons once the gaps in their learning are closed.

The pupils who are part of the progress group have the same staff teaching them for all year and all lessons have in-class TA support as well as other members of the DSL Faculty team providing interventions from the Qualified Teachers of the Deaf, External Agencies and the SENDCO.

A Rainbow Room has been set up in our primary phase to support EHCP pupils, this is staffed on 1:1 or 2:1 basis depending on current need. It has resources that can support our pupils with sensory difficulties such as a tent, soft play equipment and tactile resources for pupils to feel safe and explore learning in a structured way.

Literacy Support

The Progress group pupils have daily Fresh Start lessons which is a program created by Ruth Miskin that supports pupils reading and writing more fluently by working through modules based on the use of phonics. Some pupils have a 10 minute 1:1 session in the morning during form time to catch up on their phonics skills using the Fresh Start tutorial model.

The Accelerated Reading program is in place across the whole school for KS3 which provides the opportunity for pupils to experience using the school library environment on a weekly basis which provides further enrichment within the reading support provided by the Fresh Start Program.

Alpha to Omega is used on a 1:1 or 1:2 basis to support pupils who have difficulties associated with Dyslexia. This is a program that is delivered once a week which gives practical help in teaching reading, writing and spelling by developing phonics skills.

More recently two members of staff have been trained up by Lexicon to deliver the Sound Training program which has introduced to support Year 7 Catch-Up Premium pupils and other identified pupils who may need some extra literacy support. Pupils are assessed before the 6 week intervention commences to identify the reading level to ensure that this is the most appropriate intervention to support their literacy needs.

Numeracy Support

Some Year 8 pupils who have showed progress and no longer are in the Progress group because they have moved forward in their literacy skills are having a small maths group taught by a Maths specialist teacher and the SENDCO in order to continue the numeracy support.

SEMH Intervention

Pupils who have this identified need can have access to our Intervention Assistant who provides a pastoral/mentoring type support which scaffolds their self-esteem and gives them the opportunity to have time to talk about how they are doing in school with the chance of covering topics such as social skills.

This intervention is a targeted intervention that is scheduled for an agreed amount of time and is reviewed regularly to ensure that pupils are making progress both academically and emotionally.

In year 7 and 8 we have had a new initiative set up to support SEMH pupils by providing a smaller group with a tailored differentiated curriculum to meet the needs of some of our pupils who have complex needs.

Curriculum, teaching and learning

All children are treated as individuals and the class teacher, alongside key support staff, plan an appropriately differentiated curriculum for children with additional

needs to ensure high quality teaching and learning with effective support and resources. Clear pen pictures are put in place for some of our SEND identified pupils to provide information to teachers and support differentiation in class.

Assessment

Key assessments are made to ensure children are on track to meet their targets and that planning and teaching accurately addresses need; planning is regularly reviewed and evaluated to inform next steps. During the few first weeks of term all pupils do a reading assessment so that this data is ready for use to inform interventions such as Fresh Start.

Pupils are assessed in Year 10 and 11 for access arrangements to ensure that pupils have reasonable adjustments made in compliance with the JCQ regulations.

Accessibility

An appropriate, exciting and accessible learning environment is provided within school. The school building itself is on a split site that has four buildings. All buildings do have ground floor access.

Training

Staff in school are trained and equipped to offer a high level of support. Many have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND such as speech and language difficulties, dyslexia, autism, sensory impairments and general learning difficulties.

Parental Voice

Parents are vital partners in the child's learning journey through school and are invited to attend review meetings of their child's progress each term. Parents are always encouraged and expected to engage in supporting learning in different ways, such as targeted homework, regular reading at home etc.

Also, we have facilitated SEND coffee mornings that have provided a chance for parents to meet up and discuss with the SENDCO any worries or concerns they may have about the provision that is on offer and also get chance to meet up with external agencies such as the Communication and Autism Team.

External Agencies

The school works alongside and seeks support from other agencies where required to support the learning opportunities and progress of our pupils. These agencies provide support and guidance for pupils as well as informing interventions that may be required for pupils. The agencies also provide support for parents and some carry out home visits to support the family as well as the pupil in school.

External agencies also provide assessments of academic ability and carry in class observations of pupils to support referrals for further external agency involvement or Education Health Care Plan requests (EHCP's)

Pupils who are not part of the Resource Base but have HI or VI do have staff from Sensory Support visiting them on a regular basis to ensure that equipment and resources are appropriate to meet their needs, they also work closely with the TOD's and SENDCO to ensure that pupils are making the expected progress in their learning.

At Bournville we work alongside many agencies such as:

- Communication and Autism Team (CAT)
- Educational Psychologists (EP)
- Pupil and School Support (PSS).
- EYFS Consultancy
- Birmingham Children's Hospital
- NDCS
- Audiology Team
- Sensory Support Services
- Allens Croft Children's Centre/Oakland Centre
- Speech and Language therapy for hearing impaired pupils
- Forward Thinking Birmingham
- Barnardos
- LACES
- School Nurse
- Social Services
- SENAR
- The Oaks Collegiate
- James Brindley School

School Policies

The following school's policies will be updated and available on our website that reflect the school's commitment to inclusion, safety and wellbeing of all our children:

Inclusion/SEND policy

Equalities Policy

Teaching and learning

Safeguarding/Child Protection.

Health and Safety

FREQUENTLY ASKED QUESTIONS FROM PARENTS/CARERS

What do I do if I think my child may have special educational needs?

You should speak to your child's class teacher, who will listen carefully to your concerns and discuss your child's needs. Arrangements may then be made for a further meeting with the school's SENDCO to address your concerns and put appropriate actions in place.

How will school support my child and how will the curriculum be matched to my child's needs?

Your child's class teacher will plan differentiated activities, with appropriate support and resources to meet your child's needs. In addition, your child may receive some small group or individual support from teachers and support staff in order to make sustained progress with identified learning targets. Learning targets will be reviewed regularly and shared with parents at parents' consultation evenings and/or at reviews with the SENDCO.

How will I know how well my child is doing and how will you help me support my child's learning?

Parents will have the opportunity to discuss their child's progress with class teachers at parents' evening consultations. The SENDCO is always available on these evenings for further discussion and to support parents/carers with any concerns they may have.

Parents are expected to be involved in supporting their child's learning; this will often be through supporting with special homework tasks or reinforcing class strategies. Parent workshops are offered in school, to help parents with supporting children in areas such as reading, maths and speaking and listening.

What support will there be for my child's overall well-being?

We have a pastoral team, who along with class teachers and support staff, who make sure that pupils have the highest level of pastoral care possible. As part of the team, we have a SEMH Intervention Assistant who works with specific children and families, in order to meet their emotional and social needs.

We enjoy working partnerships with many agencies including FTB for families who may need additional support.

All our staff are trained in Child Protection procedures; we also have members of staff who are specially designated to ensure the safeguarding of all children.

What specialist services and expertise are available or accessed by the school?

School is able to access the specialist support of a number of agencies in order to meet specific needs. We have a visiting Speech therapist, who works closely with our QTOD and support staff to meet the needs of pupils who have sensory impairments. We also have working partnerships with Communication and Autism Team, Pupil Support service and the Educational Psychologist

What training and development is done by staff supporting those with SEND?

Staff in school are trained and equipped to offer a high level of support. Many have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND such as sensory impairments, autism and general learning difficulties.

How will my child be included in activities outside the classroom?

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As an inclusive school, we aim to ensure that all children, including those with SEND, are able to access all activities and school trips. We complete risk assessments for all school visits to ensure the safety of all pupils; we make reasonable adjustments for those pupils with additional medical/physical needs.

How will the school help my child on transfer to the next phase of education?

We have good links with our feeder high schools in Birmingham and work alongside key members of high school staff to ensure a smooth transition for our Year 6 pupils. Additional visits to high schools are arranged for our more vulnerable pupils and those with additional needs. Before the whole school induction day the Hub offers a morning for pupils who may be having support in school or who are vulnerable to allow these pupils to become familiar with the Hub staff.

How are the school's resources/funding allocated and matched to children's needs?

The school is funded on a national formula per pupil. Schools are expected to fund the first £6000 from within the school's budget to support pupils with SEND. The school can apply for 'top up' funding, based on strict criteria, if it is felt that a child's needs exceed that which can be provided through the £6000.* The school uses the funds to put appropriate support in place to meet the child's needs. The SENDCO takes advice from all professionals involved with the child, alongside the views of the parents to decide on the best support plan.

How are parents involved in the school and how can I be involved?

The school has an open-door policy and we welcome parental involvement. Parents are kept informed about teaching and other events through regular newsletters, the school website, open days and parent consultation evenings. The Hub holds coffee mornings for parents to come in and meet the staff and share information.

The new Provision Mapping software allows parental interaction when reviewing Pen Pictures.

Who can I contact for further information?

I am considering applying for a place?

Contact the school office and arrange an appointment to see the Head teacher or the QTOD/SENDCO

I wish to discuss something about my child?

Contact the school office, who will arrange for the relevant member of staff to contact/meet with you.

I want some information about other support services?

Contact the school office or SENDCO

I want information about the local authority's Local Offer?

Contact the SENDCO at school or go Birmingham's Local offer website

<https://www.birmingham.gov.uk/localoffer> (you can follow the link on the SEND page via the school's website)