

Bournville School SEN Information Report (February 2021)

The kinds of special educational needs for which provision is made at the school

As of February 2021 the approximate proportions of our SEND students with the following primary areas of need are:

- Cognition and learning – 7%
- Communication and interaction – 33%
- Social, emotional, mental health – 36%
- Physical and/or sensory – 24%

The information above is based on each pupil's identified primary need, however pupils may also have secondary needs.

Information about the school's policies for the identification and assessment of pupils with special educational needs

The following policies can be found on our website [Academy policies and procedures – Bournville School](#)

- SEND policy
- Supporting pupils with medical conditions
- Admission arrangements
- Accessibility plan
- Equality information and objectives (public sector equality duty) statement
- Child protection policy and procedures
- Behaviour policy
- Complaints procedure statement

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

The effectiveness of our provision for SEND pupils as a school is measured through attainment data (e.g. assessments and exam results), data on attendance and behaviour and through regular reviews of our provision. This data is used to evaluate how well the school supports the progress of pupils with SEND in comparison to other schools (locally and nationally) and this is used to improve future provision.

The same information is used to evaluate the effectiveness of our provision for individual pupils. This feeds into pupil reports and pupil progress review meetings. Where required, further interventions are made in order to help pupils who need additional support make progress.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Like all schools, we follow the graduated approach to supporting students with SEND needs, which follows a cycle of Assess, Plan, Do and Review. At each stage of the process we will involve both the child and parents. Where the support put into place has not resulted in sufficient improvements for the child then an EHCP may need to be considered.

The school's approach to teaching pupils with special educational needs

Lessons are all structured in the same way and begin with a clear "Do Now task" which promotes recall and retention and allows for an ordered start to the lesson. This is followed by a clear explanation to ensure that all students can access the curriculum – the explanation phase of the lesson is supported by information on the board and may be differentiated through the amount of information given at one time. Students are then questioned to check their understanding before demonstrating their learning in through "deliberate practice", where they receive feedback. We model the expectations and are starting to use *I do, we do, you do* and sentence starters to support and scaffold learning. Models are also used to exemplify what is expected.

For the 2020-21 academic year students are grouped by ability in order to keep classes as single "bubbles" for the purposes of COVID prevention.

Engagement in learning for students with special educational needs is supported through the consistent lesson cycle. Students have opportunity to ask questions and build on prior knowledge. Do Now tasks, designed to practice recall, build confidence and prepare students for independent written tasks. Teachers ask for examples and praise contributions. For those requiring SEN support this may include changes to seating plans, additional pre-tutoring from the teacher or teaching assistant or 1:1 support during the deliberate practice phase of the lesson.

Lesson and activity transitions are supported through the use of visual timetables, time to transition, predictable starts and ends to sessions.

How the school adapts the curriculum and learning environment for pupils with special educational needs

Depending on their needs, adaptations may be made in order to help the child:

- Adaptations to make written information more accessible such as coloured paper, larger text, coloured overlays.
- Live translation into British Sign Language.
- In-class support.
- Exam access arrangements: pupils are assessed in Year 10 and 11 for exam access arrangements to ensure that those who need it have reasonable adjustments made in compliance with the JCQ regulations.
- Technology to make the curriculum more accessible such as reading pens, laptops, tablets.
- For students who are unable to attend school due to ongoing medical or health needs, work is made available for completion remotely with support to allow students to catch up when they return to school.

Adaptations of the physical environment

The school is housed in three separate buildings, however all secondary classrooms are only accessible via at least one set of stairs. Most primary classrooms do not require using stairs and accessible toilets are available in the primary area. Quiet spaces are available e.g. the library.

Additional support for learning that is available to pupils with special educational needs

All students with an EHCP or those who are SEN Support will have a detailed personalised 'Pen Picture' which gives teachers strategies and interventions to use in class this includes increased processing time, multi-sensory approaches and reducing distractions. Teachers use positive reinforcement and redirection to encourage positive behaviours for learning – students are motivated with individualised postcards home and certificates.

- Cognition and learning: students have support for homework tasks including reducing homework to core subjects, differentiated tasks and support from SEND staff at break and lunchtimes. Students receive knowledge organisers which provide work banks and technical glossaries to enable pre-tutoring. Students receive support for the organisation and production of written work for example through writing frames or sentence starters in English and manipulatives and resources such as number squares or number lines for mathematics.

- Communication and interaction: classrooms are 'communicative friendly environments' where questions and discussion are modelled to encourage students to speak clearly and with confidence. Some students are given a separate space, within the classroom, to help them concentrate and complete activities. Time out passes and queue jump passes can be provided to help transitions and visual timetables are used to define the structure of the day.

- Social, emotional, mental health: students are supported to develop coping strategies through the use of social stories and explicit activities to develop emotional resilience, self confidence and self-esteem. Students have access to SEND support staff at break and lunchtimes as well as support from their head of year. Staff use strengths and difficulty questionnaires to define areas of need and can be offered support in resilience and coping strategies in small group provisions or form time activities to allow time for discussion of concerns or worries before school sessions start. Students can be referred to a well being practitioner.

- Physical and/or sensory needs: along with risk assessments where necessary, students with physical or sensory needs will have activities differentiated according to need and provided with additional or alternative resources and equipment for example different pens, laptops, additional time or adults to support completion of tasks. Staff have access to advice from speech and language therapists, occupational therapists and teachers of the deaf who can provide strategies and management plans to support teaching activities.

- SEN with English as an additional language (EAL): students with English as an additional language are included in all lessons, with access to the full curriculum and given support via a buddy system. Their buddy will introduce the student to the routines and plan of the school site and help them with the settling in process. Where possible student will be buddied with students who share a home language.

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

We make reasonable adjustments to make sure that pupils with special educational needs and disabilities can engage in all activities of the school including social times and extra-curricular activities through:

- Support such as teaching support, strategies for independence, teaching assistant support.
- Therapies (e.g. physiotherapy, speech and language therapy, occupational therapy)
- Specialist equipment (e.g. communication aids)
- Physical environment (e.g. quiet areas, low stimulation areas)

Support that is available for improving the emotional, mental and social development of pupils with special educational needs

Pupils are supported to have good social, emotional, mental health. Our school celebrates diversity and we pride ourselves on being a nurturing setting where staff are explicitly trained to develop positive relationships. Pupils are encouraged to develop personal responsibility. Where needed we make reasonable adjustments to policies in line with the Equality Act 2010.

Pastoral care begins with each child's form tutor (secondary phase) or class teacher (primary phase) and the wider pastoral team. We employ a school counsellor and also pay for the services of external agencies such as Mindful Healthcare. We have a small group provision that is available should students need additional support to access mainstream lessons. An alternative classroom is staffed by trained SEN staff who can provide support for individual or small groups of students in order to build resilience and self-esteem for one off lessons or short, planned interventions.

Name and contact details of the SENDCo:

The named SENDCo for the school is Rebekah Chappelow who is currently absent from school (Feb 2021).

Kirsty MacLean is the secondary phase SEND lead and is currently the key contact for SEND needs in school k.maclean@bournville.fmat.co.uk

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Rebekah Chappelow is a qualified SENDCo with a Postgraduate Certificate in SEN Co-ordination.

Specialist SEND training undertaken by teachers and teaching assistants includes:

- Attachment and Trauma Training
- Level 2 Certificate in Children and Young People's Mental Health
- British Sign Languages Level 2 – 6
- ACES – adverse childhood experiences training
- Lexonix and Fresh Start phonics training
- Awareness training in autism, ADHD, sensory processing issues and dyslexia

During the 2020-21 Academic Year whole school training has been given on:

- Supporting SEND students
- Supporting HI students
- Supporting SEND students to access remote / online learning
- Supporting HI students to access remote / online learning

Secondary SEND Lead : Kirsty MacLean

- Qualified Teachers of the Deaf: Sharon Kimberley (Monday-Wednesday)
Alison Fentem (Thursday/Friday)
- Communication Assistant: Addila Kauser (HI Communication Support)
- HLTAs: Neil Weaver, Pamela Bell
- Academic Mentors: Ruud Nuijens (Maths), Lindsey Corbett (Alpha to Omega/Sound Training)
- Teaching Assistants: Adriana Vis (EYFS TA), Anne Brandrick, Rachel Jones, Julie Walker

Information about how equipment and facilities to support children and young people with special educational needs will be secured

We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available. We have a team of staff who are funded from the SEND budget and deliver interventions designed to meet the needs of children both in small groups and on a one-to-one basis where appropriate. Where appropriate we apply for "top-up funding" from the local authority to further support specific children.

How we consult parents of children with special educational needs about, and involve parents in, the education of their child

Parents and carers of children with SEND are supported to give their views and participate in decisions about the education of their child. These views are also used to inform the review and development of the school offer and our policies. Parent and carer views are sought as part of review meetings (before, during and after), parent evenings, SEND meetings (e.g. SEND "coffee mornings"), through parent view questionnaires. Parents also have the opportunity to become a member of our board of associates.

Parents and carers who have questions or concerns can contact their child's form tutor or class teacher and if still needed should contact the SENDCo.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Student views are gathered by teachers and the SEND Team during the graduated response cycle. A discussion is held with the student to establish their views on what they consider their strengths and weaknesses to be before identifying them as needing SEN Support.

Student views are also gathered as part of the schools 'Student Voice' through participation in school questionnaires, focus groups (which always include SEND students) or via their form representatives for the school council. Support to access questionnaires is given where required – for example BSL or reader.

Students are made aware of opportunities outside of school – for example online seminars by the communication and autism team or specialist youth clubs via the SENCO and form tutors. Information is sent for display on Form notice boards and shared on the website.

Students with SEND are supported to give their views and be involved in making decisions about their support before and during SEN Support review meetings and before and during Education, Health and Care Plan (EHCP) annual review meetings. Staff can read and scribe responses where appropriate or provide signed support to ensure the views of the students are considered.

How We Use External Agencies

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.

A fuller (non-exhaustive) list of organisations that we work with includes:

- 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
- Birmingham Virtual School (LACES)
- School Nurse service
- Birmingham Children's Trust
- Local family support services
- James Brindley Schools
- Charitable or third sector organisations such as Barnardos, Spurgeon's, Mindful

Organisations will be contacted or commissioned where it is in the best interests of the child to seek their support and (other than where there is an important reason not to) with the consent of parents or carers.

What parents or carers should do if they are unhappy with the SEND provision for their child

It is important that any concerns or worries are discussed openly and early in order for us to all work together to achieve the best for any child. Parents and carers can

first contact their child's form tutor or class teacher and if still needed should contact the SENDCo. If concerns persist then parents and carers can follow our complaints procedure which is available on our website.

Parents or carers can also contact SENAR, part of Birmingham City Council, for information and support [Advice, support and information | Birmingham City Council](#)

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32

Parents or carers can contact SENAR, part of Birmingham City Council, for information and support. In addition the SEND section of our website contains links to other organisations that can support parents of children with SEND.

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

For students transferring from primary to secondary school, information is requested from primary schools once places are allocated in March. Our SENCO meets with primary school staff - transition targets are built into any reviews and meetings are held with parents where necessary. There is a transition day for Year 6 in the Summer Term – parents and students have a chance to meet key staff, and if necessary extra transition days for key SEND students. Pen Pictures or SSPP's person centred reviews (as appropriate) are written for all pupils requiring SEN Support and circulated to teaching staff

For students transitioning to Post-16 Education, students will have meetings with the Careers Advisor in school and transition meetings are held with relevant colleges where transition targets are considered or set at any reviews for SSPP's or EHCPs. The views of students and parents are included in any decisions or target setting at review / transition meetings.

Birmingham'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)