

The Alderbrook School Offer – 2015/16

Introduction

Alderbrook is an inclusive mainstream secondary school which welcomes pupils with a range of special educational needs and disabilities (SEND).

At present, the Learning Support Faculty comprises: two Assistant SENCOs (currently covering the Head of Learning Support and SENCo role, temporarily), a full-time teacher, two part-time teachers, a full-time administrator and 16 Specialist Support Assistants (some part-time). We are fortunate to have a dyslexia specialist, an expert in Autism Spectrum Disorders and another in speech, language and communication needs on the team. Our SSAs all have qualifications in Learning Support and, like the teaching staff, receive on-going professional development in SEND. Learning Support teaching staff also teach mainstream curriculum lessons.

In line with the requirements of the new SEN Code of Practice (2014), Alderbrook will “...use our best endeavours to ensure that the necessary provision is made for any individual who has SEN.”

Identifying pupils with SEND

Primary information is a key source for us in identifying new pupils with learning needs. Also, we invite parents/carers to contribute using the form provided in the new intake pack, distributed at the end of year 6. At the start of year 7 all pupils have their reading and spelling assessed so we can establish who might need additional support to help them catch up. In addition, as the term progresses – and at regular intervals throughout KS3 and KS4 – teaching and support staff are asked to raise with Learning Support, any pupil who is not making adequate progress and about whom they are concerned. At this point a conversation would take place with parents to discuss support options and strategies to ensure progress is revived.

Although we do recognise that some pupils may have a specific diagnosis, which we are happy to work with, Alderbrook is not a school which relies on pupils having a label to describe their learning needs. For example, pupils with notable literacy difficulties associated with dyslexia will be offered appropriate support without having a formal diagnosis, and a pupil with social communication difficulties would be offered support comparable to those who are recognised as being on the Autism Spectrum.

Reporting and Feedback

All pupils receive written subject reports once a year, however staff formally log attainment at regular intervals throughout the year on each pupil's record. This is accessible to parents via the school's portal where you can also see their progress in relation to their targets.

Where you are concerned about progress and/or attainment in a specific curriculum area, initially it is a good idea to contact the subject teacher or Head of Faculty, however if the concerns about learning are more general, then a call to Learning Support is recommended.

Pupils who have a statement of SEND or an EHCP have it reviewed annually and at that point feedback is acquired from individual teachers and members of the support team. Similarly, those pupils with complex needs are also given the opportunity to have an annual progress review, although these take place on the scheduled parents' evening. It is common practice at Alderbrook for pupils to be present at and to contribute to review meetings, however we recognise that there are exceptions to this rule and that on occasions parents/carers prefer the meeting to be held without the pupil in attendance.

In addition, it is common practice, after a specific intervention, for a report to be sent home detailing a pupil's progress, but this may not be until a formal re-test has taken place and so is not always immediate.

Where a lack of progress is evident over a sustained period of time, and where a pupil's needs have been identified as 'severe and complex', the school or parent/carers may decide to request the Local Authority to carry out an assessment for a Single Education, Health and Care Plan (formerly a Statement of SEN).

Provision

Additional support and intervention is provided on the basis of a pupil's needs and the resources available at the time. Where anything over and above the normal school curriculum is proposed (i.e. those detailed in the table below), parents/carers are contacted either by letter or telephone to advise them of the nature of the intervention, how long it is intended to last, when it will take place and who with. We would usually request that a reply slip be returned to our office to confirm receipt of the letter and to either accept (or decline) the offer of support, however in cases where the reply slip fails to make its way back to us, permission is assumed and the pupil will be expected to participate.

The table below is an outline of what we can offer to pupils at Alderbrook who have SEND:

- Quality first teaching including differentiation, as appropriate.
- Staff with knowledge of each pupil's needs, as detailed in pupils' pen pictures and profiles.
- Reasonable adjustments, as necessary.
- Smaller classes in lower sets, where subjects are ability grouped.
- Carefully selected vocational and alternatively accredited courses in KS4.
- Lunchtime provision, including daily homework clubs, Reading is Fun Club, Spanish Club & Art Club.
- After school homework club (Tues-Thurs).
- Access arrangements for examinations, as appropriate.

- Support for year 8 pupils when making choices about their 'option' subjects and for KS4 pupils about post-16 courses.
- In-class support, where available.
- Opportunities to contribute to the development of the faculty through pupil interviews and questionnaires.

	Those with SEND identified as requiring a moderate level of support	Those with SEND identified as requiring an intensive level of support (usually with a diagnosis)
Cognition & Learning Needs (including Dyslexia)	<ul style="list-style-type: none"> • Corrective Reading Groups • Spelling Groups • Additional literacy groups • LEXIA and NESSY computerised literacy programmes • Alternative curriculum in KS4 – including college links 	<ul style="list-style-type: none"> • 1:1 reading support with an SSA • Assessment/Tutoring by specialist dyslexia teacher
Communication and interaction difficulties (including Speech and Language Disorders)	<ul style="list-style-type: none"> • Sessions with the school's specialist speech & language teacher 	<ul style="list-style-type: none"> • 1:1 sessions with the school's specialist speech & language teacher • Referral to/Monitoring by Speech and Language Therapy
Physical Difficulties & Sensory Impairments (including Dyspraxia)	<ul style="list-style-type: none"> • Use of assistive technology, where appropriate • 'Reasonable adjustments' made to reduce disadvantage 	<ul style="list-style-type: none"> • Monitoring by/advice and input from SISS PD/SI strand • Referral to Paediatric Occupational Therapy or Physiotherapy
Social, Mental and Emotional Health Needs (including Autism Spectrum Disorders, attachment disorders, anxiety and ADHD)	<ul style="list-style-type: none"> • Support from the school's pastoral managers • Monitoring report cards • Lunch clubs specifically for pupils with social difficulties • Sessions with the school's specialist ASD teacher 	<ul style="list-style-type: none"> • Support and advice from SISS EBSD strand • 1:1 mentoring with an SSA • Support from other agencies e.g. YISP, EWO, CAMHS, Social Services • 1:1 sessions with the school's specialist ASD teacher • Support from SISS ASD strand • Referral to Meadow Centre

In addition to the above, Alderbrook is additionally resourced by the Local Authority to take up to eight pupils in each year group with a statement of SEND or Single Education Health and Care Plan for Speech, Language and Communication Needs. These pupils receive intensive support in year 7, in the form of small group teaching, for the majority of their

timetable, by teaching staff from the Learning Support Faculty. They also have priority access to some of the provision in the table and to the alternative curriculum in KS4.

Faculty Improvement and Monitoring Effectiveness

The faculty strives to improve its performance year on year and so feedback from parents/carers is always welcome. We regularly carry out parental and pupil surveys to gain opinion, however feedback at any time of year via email or telephone is gratefully received.

Teaching and support staff are regularly observed and their performance monitored, to ensure the children are receiving high quality learning experiences. In addition, interventions such as Corrective Reading and 1:1 sessions are evaluated annually, and pupils' work is frequently scrutinised to check that work is appropriately challenging and marking is of value.

Although staff from Learning Support all follow a school-based continuing professional development programme, many choose to gain additional expertise by undertaking SEN-related courses in their own time. Where we encounter a pupil with a diagnosis of which we are unfamiliar, we always contact those with knowledge and understanding of the area of need, and undertake additional training, as appropriate.

Contact

At secondary school, face to face contact with the SENCO is likely be less frequent than that experienced in primary school, however Learning Support staff are easily contactable by telephone on 0121 704216 extension 7398. If you are unable to speak immediately to the member of staff you require, they will call you back as soon as is feasibly possible.

If you prefer to email us, please send your message to 201office@alderbrook.solihull.sch.uk and it will then be forwarded to the most appropriate Learning Support teacher.

Please be aware that our teachers and SSAs have full-time classroom commitments.

Medical needs

Where a pupil's needs are more medically based, the school's matron will coordinate support and, where necessary, information will be shared with relevant staff. To contact matron, telephone 0121 704216 extension 7401.

Further information

Please see the school website policies page, where you will find our most up to date SEN Policy and Accessibility Plan. The school complaints procedure is also available on the school's website should you require it.

For parental support and additional information, you may find agencies such as the following useful: Solihull Parent Partnership; Solihull Autism Spectrum Support & Information (SASSI); Solihull Specialist Careers Service (formerly Connexions); Family Equip; Signpost Inclusion.

Solihull Metropolitan Borough Council's 'Local SEND Offer' is available at:

<http://socialsolihull.org.uk/localoffer/solihulls-local-offer-for-special-educational-needs-and-disability/>

This information is correct at the time of publication. Alderbrook School reserve the right to amend the contents of this statement at any time.