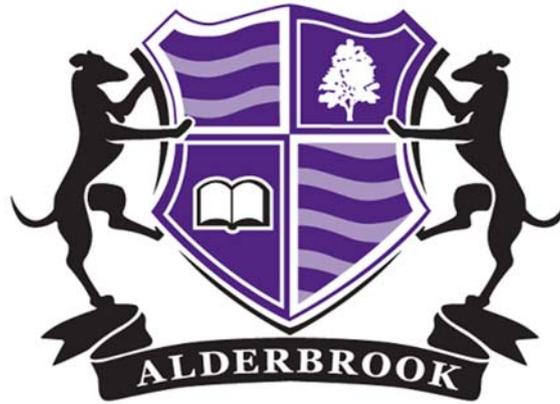


Alderbrook School



SEN Information Report May 2017

Under the [Children and Families Act 2014](#), local authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs, aged 0-25 years old. The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Solihull Metropolitan Borough Council's local offer, which can be found here:

www.socialsolihull.org.uk/localoffer

This report outlines the provision Alderbrook School offers children with Special Educational Needs, including our policies on identification and assessment.

Alderbrook School in Solihull is a large, over-subscribed, mainstream academy with an Additionally Resourced Centre (ARC) for children with Autism, that has high aspirations for all pupils who attend. Our purpose is to provide a high quality, inclusive education, which will support, challenge and inspire children, enabling them to succeed

and mature, to fulfil their potential and to become lifelong learners. All pupils have access to a broad and balanced curriculum of appropriate GCSEs and/or the equivalent vocational curriculum pathway. Pupils also have the opportunity to continue their learning in our 6th form to study a range of GCE qualifications.

Alderbrook School is committed to fulfilling its duty to comply with national and local admission arrangements for all pupils with special educational needs and disabilities.

The school, in conjunction with the LA, carefully considers applications from parents / carers of pupils with additional needs and disabilities and does not discriminate against them in circumstances where reasonable adjustments and/or the provision of auxiliary aids and services can be made to meet their needs.

In line with the SEN Code of Practice, a child's learning needs will be categorised under the following headings:

Communication and Interaction - including Speech, Language and Communication Needs, and Autism Spectrum Disorders for which we offer additional literacy lessons, reading programmes and personalised learning plans to support individual development needs.

Cognition and Learning - including Specific Learning Difficulties such as Dyslexia, Severe Learning Difficulties and Profound and Multiple Learning Difficulties which will be supported via reading and spelling interventions in small groups and 1 to 1, as well as assistive technology(lap tops, reading pens) .

Social, Mental and Emotional Health - including ADHD, Anxiety Disorder and Attachment Disorder which are supported in school using personalised timetables, mentoring , time-out passes and a drop-in room for children experiencing difficulty at any point during the day.

Sensory and/or Physical - including visual impairment, hearing impairment and physical disabilities by providing a range of assistive learning technology such as lap tops, reading pens, Dysem non-slip grips.

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

Our students' needs are met first and foremost through quality first teaching (QTF) and precision planning. Teachers are kept abreast of new pedagogy through professional development. Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

This graduated response is implemented through a series of 'waves of intervention'.

- Wave 1 includes quality inclusive teaching, which takes into account the learning needs of all the students in the classroom and enables pupils to overcome barriers to their

learning by making reasonable adjustments such as providing differentiated class- and homework, creating an inclusive learning environment, providing specialist equipment, adapting worksheets and modifying seating plans, etc. Students with a statement / EHCP will often receive in-class support from a special support assistant (SSA).

- Wave 2 includes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at groups of pupils with similar needs and interventions are generally focused on literacy, SLCN (speech, language and communication needs), numeracy or emotional and social issues (e.g. Social Skills workshops). Students on a Wave 2 intervention are placed on "SEN Support".
- Wave 3 includes targeted provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Students on a Wave 3 intervention are placed on "SEN Support" and may be identified as requiring an application for an EHCP if the support needed is long-term.

How does the school know if children/young people need extra help and what should a parent / carer do if they think their child may have special educational needs?

How does the school identify children/young people with special educational needs?

At Alderbrook School we aim for all of our students to make appropriate and sustained progress from their respective individual starting points between Years 7 and 11. The [Special Educational Needs Code of Practice \(DfE, 2014\)](#) describes a child as having SEN if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her". Students can be identified as having SEN at any point during their time at Alderbrook School, including:

- when a student is making significantly slower progress than their peers starting from the same baseline
- when a student fails to match or better their own previous rate of progress
- when a student fails to close the attainment gap between himself / herself and their peers
- when the attainment gap widens between the child and their peers

Information is gathered from a range of sources, including:

- transition to Alderbrook School; from information shared by the primary school.
- during the first half term, when subject assessments take place.
- from Cognitive Abilities Tests (CATs).
- analysis of Key Stage 2 SAT results.
- views of parent/carers
- through data analysis, including reading, reading comprehension and spelling assessments, subject baseline tests etc.

If, over a period of time, a child is considered to be making limited progress towards their targets and is continuing to experience difficulties despite the

specific interventions implemented by the school, and if all strategies are unsuccessful, the SENCO, in consultation with parents / carers, may decide to seek support from external services.

These include:

- Specialist Support Service (SISS) ASD Team
- Solar (formerly CAMHS)
- SISS Hearing Impairment Team
- SISS Visual Impairment Team
- Paediatric Occupational Therapy (OT) Service
- GPs and community paediatricians
- Educational psychologists
- Speech and Language Therapy (SaLT) services (NHS and SISS)
- SENDIASS
- Engage

Intervention at this stage would be co-ordinated by the SENCO where learning difficulty was the issue, and by Pastoral Managers and Directors of College in consultation with the SENCO, where social, mental and emotional health issues were predominant.

Ordinarily, external services would provide support and advice to the school about additional or different strategies for pupils who have not made progress through school-based interventions. Specific targets are usually agreed at this stage and reviewed at regular intervals by school staff and parents / carers.

The SENCO will take the lead in any further assessment of the pupil, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken. Where, despite at least two terms of appropriate and targeted interventions, the pupil does not make progress, the school will complete an Education, Health and Care needs assessment.

Alderbrook is part of both the Synergy collaborative and the local SENCO Network and as such works together with other SENCOs from our local area to develop expertise and share best practice.

How does the school evaluate the effectiveness of its provision for such pupils?

This is initially assessed via analysis of assessment data and feedback from teachers and Special Support Assistants. Where pupils have had additional interventions delivered by the Learning Support Team, the outcomes are evaluated against baseline data, as well as feedback from the pupils involved.

We regularly carry out parental and pupil surveys, however feedback at any time of year via email or telephone is gratefully received. Consultation with parents / carers

occurs at Annual Reviews, parents' evenings and at meetings arranged specifically to review the effectiveness of provision where there are concerns that the pupil is not making progress.

The SEN Governor meets regularly with the SENCO to review the effectiveness of provision for pupils with SEN.

How will both the school and the parents / carers know how a child is doing and how will the school help parents / carers to support their child's learning?

Subject teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Specialist Support Assistants. The subject teacher should consider the information gathered about the pupil's progress, alongside national data and expectations of progress. The process of gathering information includes discussions with parents / carers.

Parents / carers of pupils with a statement of SEN, or an Education, Health and Care Plan (EHCP) will be invited to a formal Annual Review, and should receive termly updates on their child's progress.

From September 2017 all parents / carers of pupils with SEN SUPPORT should expect contact from a member of the Learning Support Team a minimum of three times per year to explain how their child is progressing towards personalised outcomes. This should develop a good understanding of the pupil's areas of strength and difficulty, the agreed outcomes sought for the child and the next steps, as well as how to support these outcomes at home.

In addition, the SENCO is available at all parents' evenings, throughout the year. Otherwise, contact is available via phone, email and face to face meetings (by appointment).

How does the school adapt the curriculum and learning environment?

All pupils with special educational needs and/or disabilities are given a timetable and placed within a form group that presumes a full access to the National Curriculum or post 16 examination pathway, with the exception that children with a statement of special educational needs or Education, Health and Care Plans are usually withdrawn from the study of a modern foreign language.

The KS4 curriculum for pupils with learning needs is reviewed on an annual basis to ensure it is appropriate for the pupils in the year group and enables them to further their studies post-16. At the point where KS4 options are chosen, Learning Support staff meet with parents / carers and pupils to discuss the courses available and, where appropriate, make suggestions and offer guidance.

Subject teachers will seek to ensure that they use inclusive planning strategies to meet the diverse needs of the pupils within the classroom. This should include using information on pupils already identified as having a special educational need. Where

appropriate, the subject teacher will seek to involve the support staff in the delivery of the curriculum to statemented pupils and those with EHCPs.

Information about all pupils on the SEN register is shared with all staff via "pen pictures", which are summaries of their learning barriers, emotional needs, areas of difficulty and recommended classroom strategies.

Specialist Support Assistants(SSA) will mainly work within the mainstream classroom to support pupils with a statement of special educational needs/EHCP to enable full access to, and participation in, the curriculum. However, the SSA will support any pupil with SEN within the classroom, as appropriate.

Exam Access arrangements

The SENCO, fully supported by teaching staff and members of the senior leadership team, leads on the access arrangements process within the school.

The SENCO works with teaching staff, support staff (such as Learning Support Assistants and Teaching Assistants) and exams office personnel to ensure that approved access arrangements are put in place for internal school tests, mock examinations and external examinations.

Where appropriate, the SENCO also works with specialist advisory teachers and medical professionals.

The SENCO works with the in-house designated assessor who assesses candidates, processes applications on-line.

The SENCO holds the evidence for inspection purposes for GCSE and/or GCE qualifications.

How will a child with SEN be included in activities outside the school classroom including school trips?

The Learning Support team facilitate lunchtime activities, including daily homework clubs, Reading is Fun Club, & Games Club.

An After School homework club is also available, supported by Specialist Support Assistants (Tues-Thurs- 4pm).

The school operates a fully inclusive policy, and this includes access to extra curricular activities and school trips Parents/carers are involved in planning for any activities or trips to ensure that any additional support is resourced to enable access to all activities.

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

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

Pupils who have Social, Emotional, Mental health issues, such as anxiety, mental health or anger issues, are also supported by the school's Pastoral Team, who work closely with the SEN team to develop support strategies for those pupils.

What training have the staff supporting SEND had or what training are they having?

All staff from Learning Support follow a school-based continuing professional development programme, as well as department SEN related training. 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.

Outside agencies also often contribute to staff training. For example, the majority of teaching and support staff have received the Level 1 and 2 AET ASC training and key staff are trained to Level 3.

How accessible is the school both indoors and outdoors?

Please refer to the school website for the details of the Accessibility Plan of the school

Who can they contact for further information?

Any queries regarding SEN should be directed to the SENCO, Mrs. Tracey Harvey, who is available on weekdays (term- time)

Tel: (0121) 704 2146 Ext: 3798

e-mail: s201tharvey@alderbrook.solihull.sch.uk

Should pupils or parents/carers be unhappy with any aspect of SEN provision, they should discuss the matter in the first instance with the SENCO. In the event of a formal complaint being made, parents / carers are advised to follow the school's procedure for complaints, available on the school's website should you require it.

How do the children contribute?

It is common practice at Alderbrook for pupils to be present at and to contribute to review meetings. However, if a child is unable to participate at the meeting, a person-centred approach will be used to ensure that the pupil's voice is represented at the meeting.

Who should a parent / carer speak to if they have any concerns?

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 / carers via the school's portal where you can also see their progress in relation to their targets.

Where the concern is about progress and/or attainment in a specific curriculum area, the first point of contact is the subject teacher or Head of Faculty, however if the concerns about learning are more general, then a call to Learning Support is recommended.

Where to go for extra support

For parental support and additional information, you may find agencies such as the following useful: **Useful Contacts for parents / carers**

- SISS ASD Team: (0121) 770 6267
- Solar, Solihull: (01564) 732 860
- SISS Hearing Impairment Team: (0121) 779 1742
- SISS Visual Impairment Team: (0121) 779 1742
- Paediatric OT Service: (0121) 722 8017
- Educational Psychology Service: (0121) 770 6030
- SaLT: (0121) 705 0912
- Solihull Parent Partnership Service: (0121) 733 7290
- English as an Additional Language Service: (0121) 788 4459
- SISS SEMH (Social, Emotional and Mental Health) Team: (0121) 779 1742
- SISS CLD (Cognition and Learning Difficulties) Team: (0121) 779 1742
- Meadow Centre, Solihull: (0121) 722 8010
- LINCS (Local Integrated Needs-led Coordinated Support): (0121) 788 4334
- SEND Social care - Duty Assessment and Referral Team (DART):
(0121) 788 4333 (social worker)
- Children's Disability Team: (0121) 704 6171

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-anddisability/>

For Birmingham's local SEND offer:

https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities_birminghams_local_offer/851/help_and_advice_for_children_and_young_people_with_special_educational_needs_sen_or_disabilities

How will the school prepare and support children to join the school, transfer to a new setting or to the next stage of education and life?

Primary to secondary:

During the summer term, prior to admission in year 7, all feeder schools are visited and all necessary information is acquired to allow for continuity. This usually includes attendance at Year 6 reviews for pupils who have EHCPs.

A transition morning is usually held in late June or early July for Year 6 pupils who have an EHCP. This is in addition to the main school transition day.

Transition from Key Stage 3 into Key Stage 4:

Students with SEN are supported throughout the options process in the Spring of Year 8.

Similarly, at the end of KS4 and also KS5, appropriate information is shared with the relevant educational institutions.