Alderbrook School | Alderbrook Sixth Form

SEND Report

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Introduction

1 Alderbrook is an inclusive mainstream secondary school. We have 1700 students which includes a sixth form and an additionally resourced provision for students with Autism. The Student Development Department supports teaching and learning throughout the school. We provide support for all students and in particular those who experience barriers to their learning or who may have a specific learning difficulty, special educational need or disability. We are committed to ensuring that all of our students have full access to a broad curriculum and are able to enjoy all the resources and opportunities available at this school.

'All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training' (DfE 2014: 92)

2 'Provision for pupils with Special Educational Needs (SEN) is a matter for the school as a whole. All teachers are teachers of children with special educational needs.' (DfES 2001: 59)

Listening to and responding to children and young people

Whole school approaches: The universal offer to children and young people	**Additional, targeted support and provision**	**Specialist, individualised support and provision**
The confidence and ~~happiness~~ wellbeing of our students is of the utmost importance to us. All students have access to a comprehensive range of resources to support them with their learning, emotional well-being and health. The views and opinions of our students are sought at every opportunity. All students are members of a tutor group within their Year group. They have access to: • A Form Tutor • Year Head • Pastoral Manager There is a comprehensive pastoral programme delivered in	Peer mentoring is offered to students who might benefit from talking with older peers, for a variety of reasons. The peer mentors are carefully selected and trained to provide 'talking support' to students. Young people can currently access support via the pastoral manager for their Year group. Pastoral managers can also refer to our school counsellor. Bereavement Counselling is available to students with 'Shine Youth' – a specialist bereavement counselling service via the pastoral manager for their Year group.	Communication with parents and carers and with our young people is central to our SEND provision. For those students identified with a learning difficulty or a disability, there is a dedicated team of specialist teachers and specialist support assistants (SSAs) to listen and respond to their needs. Students who have an EHC Plan will have regular reviews of their provision to ensure we are meeting the outcomes identified on their plans and their learning, social, emotional and health needs.

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
form time during which key issues are explored interactively with students. They can ask questions and are encouraged to express opinions. The School Parliament includes elected representatives from every tutor group in the school. These students meet regularly to: • agree actions on issues identified by their peers • consult on matters raised by the staff or senior leaders • provide student panels for involvement in the recruitment of teachers All students are invited to participate in 'student voice' feedback on the curriculum and its delivery as part of the whole school evaluation process. I~~n Student Reception,~~ First Aid is available to students and appointments with the school nurse can be arranged to discuss confidential health matters.	There is a Careers adviser within school available to Year 10 and 11s to listen and sign post our young people to post 16 educational provision and apprenticeships.	Those students identified as requiring additional support will also have their progress reviewed, in addition to the school monitoring and reporting schedule. Students on the SEND register will have Pupil Passports to inform teaching staff of their particular strengths and areas of need, with strategies to support them with communication and learning. Those with difficulties in social interaction and communication difficulties can be referred to the SISS Autism and SEMH teams for advice and support. We have a designated intervention practitioner ~~teacher~~ who works with students who have difficulty with literacy and we offer interventions coordinated with the whole school reading lead.

Partnership with parents and carers

Whole school approaches: The universal offer to children and young people	**Additional, targeted support and provision**	**Specialist, individualised support and provision**
The school greatly values the partnership with parents and carers and every opportunity is taken to facilitate and maintain regular two-way communication. There are parents/carers on the governing body of the school. Parents/carers are welcomed to celebration evenings, drama, dance and music performances and sporting events. Parents/carers are invited to regular 'parent information' evenings to review and discuss student progress. Translators for parents of EAL students can be provided. Interpreters for those with a hearing loss can be provided. Information is shared via the school website andX, parent newsletters, text messages and subject specific letters. Parents are encouraged to contact Pastoral managers, Year Heads and the SENDCo with enquiries.	There is an annual calendar of targeted information evenings for those parents/carers of students involved in specific events or learning interventions. Year 7 Meet the tutor and Information evenings in October and November. SEND drop ins for Year 7 in the first half term. 'Careers Advice' Presentations for parents/carers and Students.	Parents/carers of students identified with a learning difficulty, are invited to contact the SENDCo with any concerns they have. There is a dedicated email address for the school: senco@alderbrook.solihull.sch.uk We have a SEND administrator who can process enquiries efficiently. Where a phone call is insufficient, we have drop ins available throughout the term and appointments where needed to discuss concerns with the SEND team. Students who have an EHC Plan, will have regular reviews of their provision, in addition to 'teacher parent' meetings, to ensure we are meeting their learning, social, emotional and health needs and addressing any pressing concerns. The SENDCo or Deputy SENDCo is available at 'Parents Evenings' for all Year Groups.

The Curriculum

Whole school approaches: The universal offer to children and young people	**Additional, targeted support and provision**	**Specialist, individualised support and provision**
The school is committed to providing a challenging and enjoyable, broad and balanced curriculum which is accessible and available to all students. To this end we recruit highly qualified and well trained teaching staff who use their best endeavours to deliver a stimulating and engaging curriculum. Curriculum areas and departments have recently undertaken audits of Schemes of Learning, to ensure a progressive and cohesive learning journey for students through the content of knowledge and skills required both at each level and to prepare them for the next level of the curriculum. All teaching staff receive regular high quality, updated training, in the latest teaching and learning strategies to improve and maximise the learning progress for all students. Students can expect a high quality teaching and learning experience. On entry to the school, Key Stage 2 data is used to provide baseline information for each individual, in each subject area and their current thresholds are identified. Additional information is acquired with testing for all Year 7 students. Progress is regularly monitored and reported to parents/ carers. All students in Year 7 can then improve their reading age and	All teaching staff receive regular high quality training which raises awareness and provides strategies to support students with additional learning needs or disabilities. Teachers work collaboratively with SSAs to plan and differentiate learning experiences for all students. All students continue to access a broad and balanced curriculum. The level of support provided is 'needs led' and we take a graduated approach to addressing SEND needs of our students. This is informed by the 'Assess; Plan; Do; Review' process. Where students have been identified by teachers as not making expected progress, in spite of the differentiation which is part of high quality teaching, they may benefit from additional interventions. Reading is prioritised as it determines access to the whole curriculum. Students with the lowest reading ages are offered targeted interventions through our whole school reading lead. ~~in~~	All students access a broad and balanced curriculum. Students who have an EHC Plan, have regular reviews to ensure that we are meeting their individual needs and that the interventions they are having are impacting positively on their learning. Our interventions are intended to facilitate access and inclusion for all students in all learning opportunities. They are evidenced based with measurable outcomes to facilitate the 'Assess, Plan, Do Review, model. We have an 'Autism Lead' who will work alongside the SENDCo to implement a strategic approach using the principles and tools provided by the Autism Education Trust. The Study Hub is a quiet and safe learning space for students to access as agreed with ~~through~~ the SEND Team. The Study Hub is supervised by ~~has~~ a HLTA lead, who liaises with mainstream teachers to acquire relevant study tasks, supporting students to access and complete work, thus supporting emotional needs and learning needs and minimising the impact of absence from timetabled specialist lessons. Students can access C08 before school, during unstructured times and throughout the day if they need support. C08 is s supervised space where students

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
enjoyment of reading through the Sparx reader platform.		who require regulation support throughout the day can speak to members of staff and access sensory aids to support regulation. Students allocated a place in the Alderbrook ARC follow a mainstream curriculum, ~~differentiated~~ adapted to meet their needs with additional learning opportunities to support their specific areas of need associated with their autism, which helps prepare them for transition to the mainstream provision.

Teaching and Learning

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Students make progress in their learning with high quality teaching from a well-trained experienced teaching team. All teaching staff receive regular high quality, updated training, in the latest teaching and learning strategies to improve and maximise the learning progress for all students. Curriculum leaders and Teachers have a comprehensive programme of training opportunities within the school CPD sessions and INSET sessions. This includes sessions led by colleagues and outside professionals which constantly updates knowledge and expertise within the school.	We take a graduated approach to addressing the SEND needs of our students. Where students have been identified by teachers as not making expected progress, in spite of the differentiation which is part of high quality teaching, they may benefit from additional interventions. Students who did not reach the national standard for reading or numeracy in KS2, are supported to develop their reading and/or numeracy skills through a range of approaches in the classroom, which are evaluated and streamlined to suit learners. • Teachers and SSAs receive training specifically to meet	SSAs provide teaching and learning support for EHCP students but will also support SEN support students in their lessons. We aim to create independent learners with the effective support of our SSA's. SSAs receive training in all areas of SEND and teaching learning across the school. Most of our students learn to become successful independent learners with support from experienced and well trained SSAs. We have the Study Hub and C08 which provide a regulating space for students who are overwhelmed, and a quiet calm learning environment for a few

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Support staff are included in some whole school training and also have a range of training sessions delivered which are specific to their specialised roles in school. Year 11 students are invited to attend additional booster and catch-up sessions in a range of subjects, outside the normal school day. The quality of teaching is monitored regularly as are the outcomes for students.	the needs of our SEND students in the mainstream classrooms. This ensures that all students receive high quality informed teaching. Training includes: • Enhancing classroom communication and supporting behaviours for learning with an 'Emotion Coaching' approach. • Using strategies to improve accessibility of teaching resources for those with persistent literacy difficulties • Implementing strategies to support those with language processing needs	of our students as agreed with the SEND team through our review process. . Students with literacy difficulties may be selected for additional timetabled literacy lessons in Year 7 and 8, this is normally coordinated through our whole school reading lead. In Year 10, students may be invited to join the Kings trust award which provides cross curricular study skills to support access to GCSE option subjects. All interventions are intended to further develop skills which facilitate inclusion in main stream lessons. They use evidenced based programmes, e.g. • Lexonic • Talk About- social and communication skills • Entry Level Maths and Science • Step up to English The Alderbrook ARC is an additionally resourced provision with a separate admissions route and resourcing from the Solihull MBC. Students in the ARC are members of Alderbrook School and benefit from all the opportunities resources and support available to our mainstream students. ARC students are taught in small classes of 6 for each year group within the ARC, with teachers specialising and qualified in working with students with autism. They are members of mainstream form groups, attending assemblies, breaks and

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		lunchtimes with their mainstream peers. Students also access mainstream specialist areas within school e.g. technology and PE. Students are expected to transition to their mainstream classes with their mainstream peers by Year 9.

Self Help and Independence

Whole school approaches: The universal offer to children and young people	**Additional, targeted support and provision**	**Specialist, individualised support and provision**
Teaching staff endeavour to create a climate for learning where students can 'risk take' in a safe and non - judgemental environment. This encourages greater independence in learning. Students are encouraged to develop independent learning skills in lessons. They also have numerous opportunities to engage in activities which promote independence and self-help skills. All students, from the age of 14 years, can access Duke of Edinburgh Bronze, Silver and Gold training and awards. Students can apply to become ambassadors or leaders in a variety of subjects including Art, PE and drama. In PE students can opt to become Sports leaders who visit and host local primary schools to run sports activities for younger children. There are homework clubs for students to attend in school. There are a range of local and international trips and activities offered in each Year group to encourage independence. These include Paris in Year 8, Italy in Year 10, and the Global Youth Conference in Year 12. Students in Year 7 are taught specific independent learning skills through the timetabled PSHE, and students are supported to develop their own homework and revision timetables, as they progress through school.	Year 6 students with EHCPs and some additional high needs SEND are invited to an additional transition morning or afternoon at the school in the Summer Term, in preparation for a smooth transition to secondary school. There is also opportunity for SEND students to access the Masterclass programme in the summer term and Summer school in the school holidays. To encourage independence, students have access to : • visual timetables (if needed) • pupil passports • Reasonable adjustments can be considered if students need to leave a few minutes early or access student development (SEND) • Medical cards supported via the school nurse for students who have medical needs. Students with learning difficulties or disabilities are encouraged to participate in the Duke of Edinburgh Award (DofE) scheme. This includes outdoor activities and camping. ARC students visit the local area fortnightly. This trip includes short social and shopping opportunities.	Equality of opportunity and inclusion are central to our policies and systems. All students are encouraged and supported to participate in practical activities and curriculum areas with reasonable adjustments in place where needed to facilitate independence and inclusion. The school is committed to making all areas, resources, activities and learning opportunities accessible to our students. Please be aware however of physical limitations to adjustments we can reasonably make for students with mobility difficulties. The buildings do not have lifts and classrooms are on multiple levels.

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
A broad range of extra-curricular activities are organised across many subjects, and students are encouraged to participate in these to widen their social skills, confidence and overall independence. Life Ready Days provide an opportunity for students to work creatively and collaboratively to develop entrepreneurial and employability skills.		

Health, Wellbeing and Emotional Support

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
There is a much greater awareness of the impact of stress anxiety and mental health needs amongst young people. All students at Alderbrook are supported by their Year Group Pastoral Team. Students have form tutors who they see every day. The tutors deliver a comprehensive, age appropriate programme for personal and social development to their students. This is further supported in presentations in school assemblies and visiting speakers on 'Life Ready' days. Students and parents can also access a pastoral manager, dedicated to their Year Group. The pastoral managers work closely with Year Heads providing a strong platform for support.	The Child Protection and Safeguarding Team become involved where there is a concern for a child's safety and well-being. Vulnerable students are invited to C08 which is open from 8am every morning. In C08 there are staff to support with organisation for the day, check ins with students and activities to support social interactions. This space is open at break and lunches to support vulnerable students. SSAs may adopt the role of mentor for some students requiring a regular school intervention. Where young people may need more time to explore their concerns, emotional support is	Referrals can be made to SOLAR or Forward Thinking Birmingham where a more specialist level of support may be required. This could be in cases of school avoidance; depression; self-harm and other mental health issues.

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
The educational psychologist is working with school leaders to develop and implement a cohesive mental health approach across the school for students and staff.	available from experienced practitioners in school.	

Social Interaction Opportunities

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Students are all members of a form group within their Year Group. They are encouraged in form time to use and develop their social communication skills in paired and group work. There are Lunch time and after school clubs for specific shared interests like software coding. Drama, dance, sporting and music events. Sporting and Cultural extra-curricular activities are encouraged and well attended. There are many local and international trips and residentials for each year group. There are Year 11 and 6th form social events including Proms.	SEND and vulnerable students are invited to the student development area – C08 and C02 for unstructured times. This is a space where they can access games, puzzles, mindfulness, computers and other social activities that support and build social interactions. C08 is a community and students are always welcomed into this space.	SEN staff accompany students on local and ~~inte~~rnational trips to facilitate inclusion.

The physical environment (accessibility, safety and positive learning environment)

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
A positive climate for learning is promoted within a cohesive community where equality of opportunity is championed and bullying and prejudice are not tolerated. There are comprehensive programmes to inform and reassure students about the safe and legal uses of technology and social media. There is zero tolerance to verbal or physical abuse of students and staff. The school is fully inclusive to all and any form of prejudice or inequality will be challenged, including racism and homophobia.	Staff receive training from specialists to work effectively with students with sensory impairments.	The school is committed, as far as is reasonably possible, to making all areas, resources, activities and learning opportunities accessible to our students with disabilities. Equality of opportunity and inclusion are central to our policies and systems. (It is the case that our buildings do not have lifts which restricts our offer for those with mobility needs) There is a designated Sensory room in both the ARC and in mainstream so that all students who have sensory difficulties can regulate if required.

Transition from Year to Year and Setting to Setting

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
Partner primary schools are visited by the incoming Head of Year 7, the SENDCo and other key transition staff. The School organises: • Year 6 Parents evening • Year 8 option assemblies • Parents open evenings for Year 8 • options • Year 12 Open Evenings • Year 11 Advice and Guidance sessions • Higher education information evenings	Year 6 students with high needs and EHCPs are invited to a transition event at the school in preparation for transition. This includes a photo trail, group planning and craft activities, ~~and students making their own lunch.~~ Students receive additional guidance regarding Year 9 options.	In partnership with the SENDCos and Head Teachers of our Primary feeder schools we invite parents/carers of more vulnerable and SEND students to visit the school individually. We will devise personalised timetables of transition for those students with higher levels of need, at each stage. The SENDCo will attend where possible Annual Reviews for Year 5 and 6 students in their primary settings. Primary schools are

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
• There are enrichment sessions for year 11 to help with sixth form options; • Enrichment sessions for year 12 and 13 to help with choices around university; • A Year 8 visit to university to discuss the importance of option choices with university students and lecturers;		responsible for contacting the SENDCo to invite. Year 9 and 11 students, receive advice and guidance on option choices and next steps.

The SEND qualifications of, and SEND training attended by, our staff

Whole school approaches: The universal offer to children and young people	Additional, targeted support and provision	Specialist, individualised support and provision
All teachers are responsible for the progress of all students, by means of high quality teaching and using their best endeavours. All teachers have Qualified Teacher status. All Teachers undertake training based on the Autism Education Trust principles and framework. Teachers attend CPD opportunities and Inset training on areas of SEND e.g. Communication and a literacy friendly classroom; Emotion Coaching; Emotional Literacy and de-escalation training	Qualified SENDCo- National Qualification for SENDCos Specialist SEND teachers- Exam Access Arrangements testing qualification Trained SEND HLTAs Trained AET Autism Specialists	Qualified SENDCo Specialist Autism teachers with Masters and AET level 3 qualifications Specialist Support Assistants Trained HLTAs Trained Autism Specialists

Services and Organisations we work with

Service/organisation	What they do in brief	Contact details
SOLAR in Solihull Forward Thinking Birmingham	Screen young people for mental health difficulties and provide therapeutic support for those groups	SOLAR- Via your GP or the school SENDCo FTB- On-line referral and drop-in centre in Digbeth called Pause
Specialist Assessment Service- Meadows Centre	Assess for autism and complex learning difficulties	Via the school SENDCo
Educational Psychologists	Assess and support young people who are not making progress with their learning.	Via the school SENDCo
Occupational therapists	NHS provision assigned to individual students to provide advice and guidance for a variety of difficulties e.g. fine and gross motor skills	Via your GP
Speech and Language Therapists	Can offer core services to students with disordered language difficulties	See the Local Offer
SISS Autism team	For students with a diagnosis of Autism who are having difficulty accessing the school curriculum.	Via the school SENDCo

Pupil Progress

3 A student's progress is rigorously monitored throughout their time at Alderbrook School. Parents and carers receive regular data reports and are invited to parental meetings to share information and ensure that students continue to thrive and make progress.

How to raise a concern

4 Talk to us – in the first instance, contact your child's Form Tutor using the contact form on the school website and then Pastoral Manager, should you require further support. We welcome dialogue with parents/guardians and pride ourselves on good home/school communication. We encourage parents and carers to raise concerns with us so that they may be quickly addressed.

Should your concerns directly relate to a diagnosed need, or you need support from our specialised team within the Student Development department please contact the SENDCo, Kerry Thompson-Moore on 0121 704 2146 or at senco@alderbrook.solihull.sch.uk

5 The Solihull Local Offer can be found online at: https://socialsolihull.org.uk/localoffer/

Appendix A – Frequently Asked Questions

1 **How do people in school know if a pupil needs extra help?**
All teachers are provided with information about the students they teach in each class. We have a system called Provision Map which works with Class Charts to make information easily accessible to staff at the point of learning. Where there is a higher immediate level of need, information for individual students is shared verbally with colleagues at staff briefings and is readily available as required. We have detailed information on our electronic database Bromcom with photographs of students. This forms the basis of the Provision Map documents which include learning plans and pupil passports.

2 **What should I do if I think my child may have special educational needs?**
In the first instance contact your child's form tutor, or pastoral manager, who can pass on your concerns or contact the SEND team directly via the Senco email address.

3 **Who is responsible for the progress and success of my child in school?**
Parents, Teachers, Senior Leadership Team and Headteacher.

4 **How is the curriculum matched to my child's needs?**
Assessment and monitoring, support is 'needs led'. Interventions are informed by the 'Graduated Response'

5 **How will I, and my child, know how well they are doing?**
Students are very much included in the monitoring of their own progress. They are encouraged to respond to teacher comments and be involved in a dialogue of how they are doing and how they can make progress. Parents receive regular reports on the attainment and learning progress of their child. There are opportunities to meet with teachers during the year and where there is a higher level of need, more frequent review meetings are arranged.

6 **How can you help me to support my child's learning?**
The school invites parents and carers to take every opportunity to attend parental information events where information is shared about the learning in school.

7 **What support is there for my child's overall wellbeing?**
Students can be confident that there are systems and adults dedicated to their wellbeing beginning with the Pastoral team, safe guarding team and SEND team.

8 **How do I know that my child is safe in school?**
Your child's safety and happiness and well-being are critical in supporting their learning and progress. Every child is protected by legislation which dictates the systems and procedures for child protection and safeguarding. Equally as important, the leaders, teachers and support staff at Alderbrook are committed to ensuring the safety, happiness and success of your children.

9 **How is my child included in activities outside the classroom including school trips?**
All school trips are planned and designed with accessibility in mind. This is an inclusive school and the needs of all students are considered, in accordance with the Equality Act (2010).

10 **How accessible is the school environment?**
See the information in the main body of this report

11 **How will school prepare and support me/my child through the transition from key stage to key stage and beyond?**
Alderbrook School works closely with partner primary schools and local colleges to ensure the efficient exchange of information about each student. We arrange transition visits and events to familiarise and reassure students during these crucial periods of change.

12 **How is the decision made about what type and how much support each pupil receives?**
In this school we make every effort to support our young people on a 'needs led' basis. When a need is identified, the level of need is assessed and the necessary resources are allocated. We use a cyclical approach of 'Assess; Plan; Do; Review'. This means that if a student is not making the expected progress, teachers will initially adapt resources and teaching strategies in class. After a suitable review period, further interventions can be introduced to support a young person to accelerate their progress. Once reviewed we expect that a student may be working at expected progress once more and the intervention is no longer appropriate. If this is not the case, we may advise the involvement of outside agencies, to assess and make recommendations to support learning, or indeed provide direct involvement. We encourage parents and carers to be involved and included at each stage.