

SEN Information Report 2019 – 20

What is the local offer?

Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs (SEN) or are disabled, including those who do not have education, health and care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Walsall [local offer](#) has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

(Source SEND Code of Practice 2014)

What is our 'Information Report'?

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what services young people and their families can expect from the school and therefore more choice over what support is right for an individual pupil.

The kinds of special educational needs (SEN) for which provision is made at Aldridge School.

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our School, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at Aldridge School. It is advisable that prospective parents of students with SEN contact the SENCO to discuss their child's SEN to discuss their needs prior to an

application being made.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send our governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

How does Aldridge School identify pupils not making progress and how do we assess pupils with SEN?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

How does Aldridge school make provision for SEN students?

- Classroom observations by the SENCO and Faculty Leaders of SEN students
- Ongoing assessment of progress made by pupils with SEND and suitable follow up work set to address and support areas of difficulty
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,

- Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupil attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then provided with a mentor from the SEN department and have regular mentor sessions to address areas of concern.
- All children who are placed on the SEN register have an individual learning plan (ILP) and receive support that is different from and additional to that which is wave 1 provision (quality first teaching). Parents are always informed if it is felt appropriate to place their child on the SEN register and a discussion takes place with them. Parents have been provided with copies of their plans and have been invited to attend termly review meetings where they have been able to contribute to their child's targets. Attendance to these reviews is good. Progress towards their targets is continually monitored by the SEN team and teaching staff. All teachers can access individual student's learning plans on the SIMS database used by all staff. Teachers use these plans to differentiate teaching approaches and resources so that all students can access the curriculum.
- Students who have SEN are grouped according to ability for most subject areas. All students with SEN are in mixed ability form groups and have the opportunity to join extra-curricular activities offered by the school.

Looked after students with SEN

Looked after students have regular PEP reviews in line with SEN reviews (if appropriate) to ensure progress is closely monitored. Relevant external agencies, including the Virtual School for Looked after Children/ LACES teams /Children's Services are consulted with regularly regarding these students.

How do we solve disputes and problems?

SEN Mediation and dispute resolution Walsall

At times you may disagree with advice or guidance given to you by your local authority. SEN Mediation is a service to support parents or young people to resolve disagreements with the local authority. Mediation can be used before deciding whether to appeal to the SEND Tribunal about decisions of an assessment or an EHC plan. The contact details for Walsall's mediation service are;

KIDS West Midlands:
249 Birmingham Road,
Wylde Green,
Sutton Coldfield,
West Midlands B72 1EA

t.0121 355 2707

w. <http://www.kids.org.uk/Event/sen-mediation-service-walsall>

How will I be informed if there is a concern about my child?

If a pupil is identified as requiring additional support the school will discuss this with you in more detail and:

- listen to any concerns you may have too
- plan any additional support a pupil may receive
- discuss with you any referrals to outside professionals to support a pupil's learning

What arrangements are in place for consulting parents about their child's special educational needs?

The SENCO operates an open door policy. Parents/carers are welcome into school to discuss concerns they have regarding their child.

The SENCO regularly reviews student's targets with parents and sends out questionnaires to SEN students and their parents.

Parents or carers who wish to make a complaint, should follow the complaints procedure outlined in the School's SEN Policy (see website)

Who at the school has responsibility for SEN?

Miss C Chin – (SENCO and Faculty Leader)

Mrs A Biddle (Assistant Head and Senior Leader link for SEN)

Mrs H Ford (SEN Governor)

Responsible for:

- coordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all pupils get a consistent, high quality response to meeting their needs in the school.
- ensuring that parents are:
 - involved in supporting a pupil's learning
 - kept informed about the support a pupil is getting
 - involved in reviewing how they are doing
- liaising with all the other people who may be coming into the school to help support a pupil's learning e.g. speech and language therapy, educational psychology etc.
- updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a pupil's progress and needs.
- providing specialist support for teachers and support staff in the school so they can help pupils with SEND in the school achieve the best progress possible.

Form teacher

Responsible for:

- checking on the progress of a pupil and identifying, planning and delivering any additional help a pupil may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- supporting the 'Assessment, Plan, Do, Review' cycle and sharing information to support pupil progress outcomes.
- ensuring that all staff working with a pupil in the school are helped to deliver the planned work/programme for that pupil, so they can achieve the best possible progress. This may involve the use of

additional adults, outside specialist help and specially planned work and resources.

- ensuring that the school's SEND programme is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher

Responsible for:

the day to day management of all aspects of the school, which includes the support for pupils with SEND.

delegating responsibility to the Assistant Principal/SENCo and class teachers for ensuring that pupil's needs are met.

ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

making sure that the necessary support is made for any pupil who attends the school who has SEND.

What is our approach to working with SEN pupils?

Effective teacher input via excellent targeted classroom teaching.

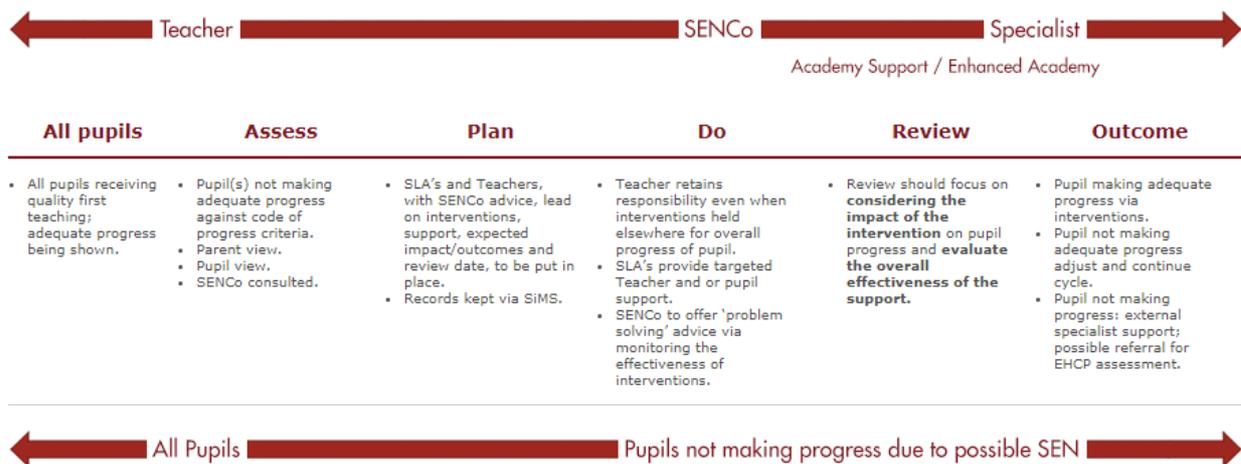
For your child this would mean:

- that the teacher has the highest possible expectations for all pupils in their class.
- that all teaching is based on building on what a pupil already knows they can do and can understand.
- different ways of teaching are in place so that a pupil is fully involved in learning in class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENCo and specialist learning assistant) are in place to support pupil learning.
- the teacher will have carefully checked on a pupil's progress and will have decided that the pupil has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

The Teacher Standards (2012) re-assert that all teachers are responsible for the progress and attainment of the pupils in their class, even where pupils access additional adult support. This means that providing an appropriate curriculum, testing knowledge and measuring progress needs to be appropriate to the starting point of the learner.

The Graduated Response

This process enables professionals working with pupils with an SEND to develop strategies and practices that will enable pupils to make continued progress and achieve positive outcomes in their learning. The process is known as the Assess, Plan, Do and Review (APDR) cycle, shown below.



The Single Category

The new SEN code of practice has introduced the 'single category' to identify where pupils are in their learning progress, recognising the different needs they may have rather than putting them into categories of support. A pupil on the single category will typically be part of specialist support run by outside agencies e.g. speech and language therapy or occupational therapy groups and/or individual support for your child.

School support

This means the pupil has been identified by a Teacher as needing some extra specialist support in the school from a professional outside the school. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need).
- outside agencies such as the Speech and Language Therapy (SALT) Service.

For a pupil this would mean:

- they have been identified by a teacher, with advice from the TA/SENCo, (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- parents/carers will be asked to come to a meeting to discuss pupil progress and help plan possible ways forward.
- parents/carers may be asked to give permission for the school to refer a pupil to a specialist professional e.g. a speech and language therapist or educational psychologist. This will help the school and you understand a pupil's particular needs better and be able to support them better in the school.
- the specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - making changes to the way a pupil is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - support to set better targets which will include their specific expertise
 - a group run by school staff under the guidance of the outside professional e.g. a social skills group
 - a group or individual work with an outside professional
- the school may suggest that a pupil needs some agreed individual support in the school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for pupils with specific barriers to learning that cannot be overcome through precision teaching and intervention groups.

Specified individual support – Education Health and Care Plan

This will usually be provided for via an Education, Health and Care Plan (EHCP), formerly a statement of special educational needs. This means a pupil will have been identified by a teacher or teaching assistant, with advice from the SENCo, as needing a particularly high level of support. Usually a pupil will also need specialist support in the school from a professional outside the school. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need)
- outside agencies such as the Speech and Language Therapy (SALT) Service, the NHS or social care.

For your child this would mean:

- the school (or you) can request that Walsall Children's Services carry out a statutory assessment of a pupil's needs. This is a legal process which sets out the type of support that will be provided for a pupil after the school has sent in the request to Walsall Children's Services (with a lot of information about the pupil, including some from you), they will decide whether they think a pupil's needs (as described in the application provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with the pupil to write a report outlining the pupil's needs. If they do not think the pupil needs this, they will ask the school to continue with enhanced support.
- After the reports have all been sent to Walsall Children's Services, they will decide if the pupil's needs are severe, complex and lifelong and that they need more targeted resources. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at school support and also set up a meeting in the school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC plan will outline the type of support the pupil will receive, whose responsibility it will be to deliver that support, the cost of that support, how the support should be used and what strategies must be put in place. It will also have the pupil's views and opinions fully included.
- Additional adults may be used to support the pupil with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- severe, complex and lifelong.
- significantly over and above those the school normally offers pupils.

How are SEND resources allocated in the school?

- The budget, received from the school education grant, includes resources for supporting children with SEND.

- The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the governing body discuss all the information they have about SEND in the school, including:
 - the pupils getting extra support already
 - the pupils needing extra support
 - the pupils who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Which other people provide support for SEN pupils in the school?

- Teaching assistants
- Educational Psychology Service staff
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (SALT) (provided by the NHS but funded by Walsall Children's Services)

Who provides support in the school for improving emotional and social development, including arrangements for looked after children?

The school operates a house system which each student belongs to. There are four houses; Barr House, Scott House, Linley House and Daniel's House. All students receive pastoral support from their House Offices. The House staff liaise closely with the SEN team to support students with social, emotional and mental health needs.

The school operates a range of pastoral programmes and social and emotional interventions to support vulnerable students. There is also a school counsellor available to see students when necessary.

SEN students also have a base which is available to them at break and lunch. This is a supervised area that they can socialise in and access support.

Bullying is taken very seriously by the school and there is a separate bullying policy which can be accessed on the school website.

How is the school accessible for pupils with SEND?

The school has limited accessibility. There is one lift in A block, however no lift in B block.

The school seeks support from external agencies such as the Hearing Impairment Team and the Visual Impairment Team to increase student's accessibility for sensory needs.

How does the school support SEND pupils during transition both within and from the school?

The SENCO has excellent links with Primary feeder schools. This has been strengthened by the support of Mrs Angela Sutton (HLTA for transition). Mrs Sutton visits SEN students in their Primary schools and organises additional transition visits for vulnerable students. Students who have high needs have taken part in transition events from Year 5.

The student development department liaises closely with colleges regarding students who have high needs and require additional support. The department has worked closely with Walsall College and some SEN students in KS4 have been visited by staff and students from the college and have attended taster workshops at the college.

Students also receive careers support and guidance from Y9 onwards to support them in their preparation towards adulthood.

How is teaching adapted to meet the needs of SEND pupils?

- Class teachers plan their lessons according to the specific needs of all groups of children in their class, and will ensure that all pupils' needs are met.
- TA's support teachers to plan to ensure the needs of SEND pupils are met.
- Specific resources and strategies will be used to support SEND pupils individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet SEND pupils learning needs.

How are teachers supported to work with SEND pupils and what training do they have?

- The SENCO's and teaching assistants role is to support the teaching staff in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.

- TAs receive regular training from the SENCO and 11 TAs are involved in Level 1 training for ASD or Social, Mental, Emotional needs.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We have a number of staff with expertise in a range of SEN including Dyslexia, Autism, Visual and Hearing Impairment, Speech and Language and attachment disorder. We also have a number of staff use their expertise to deliver ongoing training to staff to develop their working practice with SEN pupils.

SEND overview for parents and carers

At our school we really want to work in partnership with parents and carers to help us do our very best for the pupils we serve.

As Special Educational Needs Coordinator (SENCo) and SEN Team at Aldridge School we will do our very best to:

- Ensure that you are informed if your child is newly identified as needing additional help and support with their learning.
- Ensure that I and my team are as accessible to parents and carers as possible (although we may not always be immediately available.)
- Listen to parents and carers and use your information to help us plan support for your child.
- Give parents and carers the opportunity to be aware of what you can do at home with your child to support learning strategies used in the school and help to be consistent.
- Try to organise meetings at a time to suit everyone who is coming including parents/carers and agree to carry out the actions of the meeting (or let everyone know why we can't)
- Read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate and act on them as soon as possible after I receive them.
- Ensure that your child's identified individual learning needs are met with appropriate support – regardless of whether they have a diagnosis of a particular condition.

- Give parents the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in their support plan.
- Inform teaching staff and others working with your child (for example lunch staff) of your child's general special needs, any special support that is needed and what works for them.
- Work with parents and others involved to carefully plan your child's move into the school (or from the school) according to their individual needs.

As a parent/carer, it would be helpful if you would keep in touch and:

- Let the school know if anything has happened that is likely to upset or affect your child in the school.
- Ensure that we have your correct contact details.
- Tell us if your child's special needs have changed in any way or if you receive a professional report that may help us in planning to meet your child's needs in the school.
- Let us know if you have any concerns or worries so that we can sort these out together.
- If you want to meet SEN staff, then please if possible make an appointment in advance, unless it's urgent. This allows us time to gather the necessary information and staff we may need for a meeting to respond fully to any queries you have.

What are the arrangements for consulting young people with SEN?

The SEND Code of Practice (2014) provides post-16 pupils with the right to make sole decisions about their SEN and be consulted about their decisions although they can involve parents or others to support them make decisions.

At Aldridge school young people are supported in making their decisions and their views are regularly sought.