

Brownhills Ormiston Academy

Our local offer for children with Special Educational Needs and Disabilities (SEND)

Type of school:	Academy
Specialist provision on site:	None

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs and Disabilities (SEND)?	<p>The Head of Inclusion -Special Educational Needs Co-Ordinator (SENCO) Mrs R Chaplin</p> <p>Assistant SENCO Miss R Plant</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> ❖ Co-ordinating all the support for children with special educational needs (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. ❖ Ensuring that you are: <ul style="list-style-type: none"> ❖ Involved in supporting your child’s learning ❖ Kept informed about the support your child is getting ❖ Involved in reviewing how they are doing ❖ Part of planning ahead for them ❖ Liaising with all the other people who may be coming into school to help support your child’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 your child’s progress and needs. ❖ To provide specialist support for teachers and support staff in the school so

School Based Information	Staff	Summary of Responsibilities
	<p>Tutors/Subject Teachers/Head of Years/Directors of Learning</p> <p>Principal, Mrs A Lloyd</p> <p>SEND Governor</p>	<p>they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.</p> <p>They are responsible for:</p> <ul style="list-style-type: none"> ❖ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO/Assistant SENCO know as necessary. ❖ Using Personal Learning Plans (PLP) when planning for your child's lessons. ❖ Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, 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 and Literacy Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>She is responsible for:</p> <ul style="list-style-type: none"> ❖ The day to day management of all aspects of the school, this includes the support for children with SEND. ❖ She will give responsibility to the SENCO/Assistant SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. ❖ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>They are responsible for:</p> <ul style="list-style-type: none"> ❖ Making sure that the necessary support is made for any child who attends the school who has SEND.

B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- ❖ Other staff in the school
- ❖ Staff who will visit the school from the Local Authority central services such as the Educational Psychologist or Sensory Service (for students with a hearing or visual need)

Staff who visit from outside agencies such as the Educational Psychologist, Speech and Language Therapy (SALT) Service

What are the different types of support available for children with SEND in this school?	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
	Class teacher input via excellent targeted classroom teaching.	<ul style="list-style-type: none"> ❖ Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. ❖ Ensuring that all teaching is based on building on what your child already knows, can do and can understand. ❖ Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc. ❖ Putting in place specific strategies (which may be suggested by the SENCO/Assistant SENCO or outside staff) to support your child to learn. 	All children in school should be getting this as a part of excellent classroom practice when needed.

	Types of support provided.	What would this mean for your child?	Who can get this kind of support?
	<p>Specific group work within a smaller group of children. This group may be within the classroom or outside of the classroom.</p> <p>Stage of SEND Code of Practice: SEND Support which means they have been identified as needing some extra support in school, this may include support in school from outside professionals eg Local Authority Central Services such as the Educational Psychologist or Sensory Services (students with hearing or visual needs)</p> <p>Specialist support outside agencies e.g. Speech and Language Therapy, Occupational Therapy groups or Hearing Impaired Service.</p>	<ul style="list-style-type: none"> ❖ Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. ❖ He/she will plan group sessions for your child with targets to help your child to make more progress. ❖ A Learning Support Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions. ❖ Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups. ❖ You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEND Code of Practice called SEND Support, which means they have been identified as needing some extra support in school.</p> <p>Children with specific barriers to learning that cannot be overcome through differentiated support within the classroom and intervention groups.</p>

		<p>❖ You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and</p>	
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	Types of support provided.	What would this mean for your child?	Who can get this kind of support?
		<p>yourself understand your child's needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> ❖ The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ❖ Making changes to the way your child 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. ❖ Group or individual work with outside professional. ❖ The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	

	Types of support provided.	What would this mean for your child?	Who can get this kind of support?
	<p>Specific Individual Support.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO/Assistant SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> ❖ Local Authority central services such as the Sensory Service (for students with a hearing or visual need). ❖ Outside agencies such as the Speech and Language Therapy (SALT) Service. 	<p>❖ The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Offer.</p> <p>❖ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support (SEN 2).</p> <p>❖ After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the SEND support and also set up a meeting in school to ensure a plan is in place to ensure your child</p>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> ❖ Severe, complex and lifelong.

	Types of support provided.	What would this mean for your child?	Who can get this kind of support?
		<p>makes as much progress as possible.</p> <ul style="list-style-type: none"> ❖ The Educational Health Care Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be in place. It will also have long and short term goals for your child. ❖ The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> ❖ If you have concerns about your child's progress you should speak to your child's Head of Year/Director of Learning initially. ❖ If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant SENCO. ❖ If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Vice Principal (SENCO) or Principal. ❖ If you are still not happy how the concerns are being managed you can speak to the school SEND Governor. ❖ If you are still not happy you can contact the Local Authority.
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<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> ❖ When a teacher or member of staff has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO/Assistant SENCO. ❖ At Brownhills Ormiston Academy, there are half-termly reports and then subsequent meetings between the Head of Year/Director of Learning of Learning and members of the Leadership team in the school to ensure all children are making good progress. In addition, the SEND Team also meet to make sure children are making good progress. ❖ If your child is then identified as not making expected progress the school will set up a meeting to discuss this with you in more detail: <ul style="list-style-type: none"> ❖ To listen to any concerns you may have too ❖ To plan any additional support your child may receive ❖ To discuss with you any referrals to outside professionals to support your child's learning
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> ❖ The school budget, received from Walsall LA, includes money for supporting children with SEND. ❖ The Principal decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school. ❖ The Principal and the SENCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ❖ the children getting extra support already ❖ the children needing extra support ❖ the children 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.

Who are other people providing services to children with SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> ❖ Directors of Learning ❖ Teaching Assistants ❖ Counselling ❖ Behaviour/Welfare Management ❖ Before and after school support ❖ Educational Psychologist
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> ❖ Educational Psychology Service ❖ Sensory Service for children with visual or hearing needs ❖ Speech and Language Therapy
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> ❖ School Nurse ❖ Occupational Therapy ❖ Physiotherapy
How are the teachers in school supported to work with children with an SEND and what training do they have?	<ul style="list-style-type: none"> ❖ The SENCO/Assistant SENCO's job is to support the teachers 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 such as ADHD, dyslexia etc. ❖ Support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach service and Sensory service. ❖ This school runs whole staff training about the use of additional adults in the classroom, meeting the needs of all learners. 	
How will the teaching be adapted for my child with learning needs (SEND)?	<ul style="list-style-type: none"> ❖ Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. ❖ Support staff will support with your child's learning in the classroom. ❖ Specific resources and strategies will be used to support your child individually and in groups. 	

	<ul style="list-style-type: none"> ❖ Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> ❖ Your child's progress is continually monitored by his/her teachers, tutors and Head of Year/Director of Learning. ❖ His/her progress is reviewed formally 4 times per year and a GCSE grade equivalent is given in each subject. ❖ If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called "P levels". ❖ Children at SEND Support will have a PLP which will be reviewed every term and the plan for the next term made. This may include a meeting with SENCO/Assistant SENCO, a parents evening or via written communication. ❖ The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. ❖ The SENCO/Assistant SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>What support do we have for you as a parent of a child with an SEND?</p>	<ul style="list-style-type: none"> ❖ We would like you to talk to your child's teachers, tutor and Head of Year/ Director of Learning regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. ❖ The SENCO/Assistant SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. ❖ All information from external professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO/Assistant SENCO will also arrange to meet you to discuss any new assessments and ideas suggested by outside agencies for your child. ❖ PLP's will be reviewed with your child and any updates will be sent to you.

	<ul style="list-style-type: none"> ❖ Homework may be adjusted as needed to your child's individual needs.
How have we made this school accessible to children with SEND? (including after school clubs etc)	<ul style="list-style-type: none"> ❖ We ensure that equipment used is accessible to all children regardless of their needs. ❖ We provide support with homework and reading at lunchtime, before and after school. ❖ Key words and literacy resources are used across the school to support learning.
How we support your child in their transition into our school?	<ul style="list-style-type: none"> ❖ Two additional SEND Taster Days. ❖ Additional days shadowing Year 7 pupils. ❖ Assistant SENCO liaising with Primary schools.
How will we support your child when they are leaving this school? OR moving to another Year?	<p>We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ❖ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ❖ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school: <ul style="list-style-type: none"> ❖ Information about your child will be shared with their new teachers. ❖ If your child would be helped by a personalised plan for moving to another year, we will put this in place. • In Year 10 & 11: <ul style="list-style-type: none"> ❖ Your child will meet with our Careers Advisor to create a plan for their Post 16 education. ❖ Your child's Head of Year will support your child in finding a new school/college. ❖ If necessary, the SENCO/Assistant SENCO will arrange visits to new schools/colleges for your child.

GLOSSARY

SEND - Special Educational Needs and Disabilities EHCP – Education, Health and Care Plan

SENCO - Special Educational Needs Co-Ordinator PLP – Personal Learning Plan