

SEND School Offer

Through whole school strategies, targeted interventions with students, training programmes and information sharing by the SEND Department, Saltley Academy is able to make provision for the range of needs described below.

The views, wishes and experience of students, parents and staff (from the school and sometimes, from outside agencies) are integral to the planning and review of the support we allocate to our students. All have been involved in the writing of this document.

Types of need and what these could look like:	Examples of support in our school:	How we check that support is working:
<p>Cognition and learning:</p> <p>Students who work at a slower pace than their peers, even with appropriate differentiation. Students with specific learning difficulties, such as dyslexia and dyspraxia.</p>	<ul style="list-style-type: none"> - Quality First Teaching (QFT) - Small group interventions - 1:1 interventions - Liaison with external agencies such as Pupil and School Support (PSS) - Educational Psychologist (EP) 	<ul style="list-style-type: none"> - Assessment and views of PSS/EP - Parent/Child views - Class Observations and Learning Walks - Assessments, tracking and outcomes from whole school data collections and from intervention sessions using the Birmingham SEN Literacy Toolkit
<p>Communication and interaction:</p> <p>Students with Speech Language and Communication Needs (SLCN) have difficulties in communicating with others. This may be because:</p> <ul style="list-style-type: none"> - They are unable to say what they want to. - They have difficulty understanding what is being said to them. - They do not understand social rules. <p>Students with Autism Spectrum Disorder (ASD), including Asperger Syndrome and Autism may have speech, language and communication needs.</p>	<ul style="list-style-type: none"> - Liaison with NHS Speech and Language Therapy - Speech and Language Therapy in school once a week - Social Interaction and Communication Clubs e.g. Lunch Club - Social Skills groups, this can be on a 1:1 or small group (up to 6 students) - Support and advice from Communication and Autism Team teacher (CAT) - Referral to GP for further medical assessment - If a student has an EHCP and a diagnosis of Autism they maybe referred to the Autism 	<ul style="list-style-type: none"> - Assessment and views of speech and language therapist/CAT - Parent/Child views - Monitoring of behaviour logs where necessary - Class Observations and Learning Walks - Self esteem measures used to assess impact of social skills courses - Students and their families supported in obtaining diagnoses where beneficial - Assessments, tracking and outcomes using the Autism and Progression Framework

	Resource Base*	
<p>Social, emotional and mental health needs (SEMH):</p> <p>This encompasses a broad range of additional needs, including excessively withdrawn or ‘acting out’ behaviour which may affect a child at various times throughout their education. Some of these needs were previously referred to under the rubric of BESD. Please contact the relevant Head of House, in the first instance, if you have any behaviour concerns.</p>	<ul style="list-style-type: none"> - Head of House, House Managers - Referral to Forward Thinking (formally known as CAMHS, Child & Adolescent Mental Health Service) - School Nurse - Educational Psychologist - Personalisation Case worker who cares for all ‘Looked After’ children - Referral to GP for further medical assessment 	<ul style="list-style-type: none"> - Parent/Child views - Advice of external agencies such as the Educational Psychologist and in-school experts on particular areas of need - Monitoring of behaviour logs where necessary - Students and their families supported in obtaining diagnoses where beneficial - assessments <p>Regular meetings with Heads of House/House Managers</p>
<p>Sensory and/or physical needs:</p> <p>Students who may need special provision, such as assistive technology, to help them to access all educational facilities as fully as possible. This category includes students who are Hearing Impaired, Visually Impaired or Physically Disabled.</p>	<ul style="list-style-type: none"> - Support, advice and training from outside agency experts including Teacher of the Visually Impaired and Teacher of the Deaf - Support, advice and training for both staff and students from the Education Habilitation Service - Staff training on supporting students with visual and hearing impairments. - Assistive technology such as radio hearing aids and magnifiers - VI Risk Assessment and adjustments to school - Medical/First Aid information sharing (designated main office staff) for students with certain identified medical needs) 	<ul style="list-style-type: none"> - Regular monitoring by Inclusion Department - Class Observations and Learning Walks - Parent/Child views - Assessment and views of specialist teachers

	<ul style="list-style-type: none">- Classes and school accessible to wheel chair users-Occupation Therapist in school once a week to work with students
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*Saltley Academy has a Resource Base provision that supports the needs of students with Autism. To apply for a place within the Resource Base a student will need to have a formal diagnosis for Autism and have an EHCP in which Autism is identified as a main area of need. All applications will need to be completed through the authority following the EHCP process. The Resource Base is an extension of the mainstream environment and so students accessing the base should be capable of accessing a mainstream curriculum in the long term.

We will always have the ambition to provide students with an inclusive educational experience. Within the base, support will be offered depending on the need and targets that are identified within the individual's EHCP. This support will be offered in a small group/1:1 setting with teaching provided by teaching assistants trained in working with students with autism with the aim of preparing and equipping students with the skills required for life in school and beyond.

2. How does Saltley Academy identify and assess Special Educational Needs?

Information from previous schools is one source of information used to identify SEND. The Saltley Academy transition team visit primary schools to collect information about the needs of students who will be joining us, meet the students and attend review meetings as appropriate.

Group reading tests and Speech and Language screenings are used to screen year groups for cognition and learning difficulties and further diagnostic testing is carried out where these reveal concerns.

Data tracking (particularly English forecast grades) is also used to screen for potential problems and may trigger further testing.

Saltley Academy SEND Department has consulted with Pupil and School Support and the Educational Psychology service in developing a comprehensive Referral and Assessment Pathway to ensure that the needs of students are identified in good time so that they can be thoroughly investigated and appropriate support allocated.

An electronic SEND Referral Form is readily accessible to all staff. By completing referrals staff give further consideration to the needs of their students, and enable the Inclusion Department to carry out appropriate investigation and assessment, before allocating targeted support. Our investigation might include diagnostic assessment, Pupil and School Support assessment and the Educational Psychology Service, referral to external agencies such as the Communication and Autism Team, and/or supporting parents in obtaining medical advice and treatment for their children.

3. How does Saltley Academy know how much progress is being made by students with Special Educational Needs?

For all students progress is carefully monitored across all subject areas, in part by reviewing their grades from interim assessments every half term. These grades are discussed with students and their families at parents' evenings, in order to celebrate good progress and highlight any areas of difficulty. The reading ability of all students is tested a minimum of twice each year using the STAR reading test. Students who receive intensive interventions are tracked on the Birmingham SEND Literacy Toolkit.

4. What extra-curricular activities can a student with Special Educational Needs access at Saltley Academy?

Saltley Academy is proud to offer a wide range of exciting extra-curricular activities to all students. We do our best to ensure that every student is able to participate in every activity, by making appropriate adaptations.

Staff leading extra-curricular activities are able to consult with the SEND department on students' learning needs including ensuring accessibility for students with sensory and physical impairments as part of risk assessments.

5. Does the school have a Special Educational Needs Co-ordinator? If so, who are they and how can someone get in touch with them?

Our SENCo and Head of Inclusion is Richard Jones .

He is supported by our Deputy SENCo Dawn Priestley

The main Saltley Academy contact number is: 0121 566 6555. **Please ask to be put through to the Inclusion Department (SEND Department.)**

You can also contact us by email: rjones@saltley.academy

All teaching staff receive annual training and information on:

- The SEND Code of Practice and SEND department policies, so that all staff know how best to access and use the information and support given by the SEND department for all students with Special Educational Needs.
- The identification of additional support needs and SEND department referral policy.
- As part of their continuing professional development all teaching staff undertake training in relation to students with Special Educational Needs throughout the academic year, in response to staff requests for support and areas for development identified by the Assistant Headteacher for Inclusion, Head of Inclusion and the Deputy Headteacher i/c of Teacher and Learning.
- This training may include:
 - Sessions such as “Practical Strategies for Autism Friendly classrooms” or “Dyslexia, Symptoms and Strategies.”
 - Round table training sessions where all staff who work with an identified group of students with a high level of need e.g. serious visual impairment receive training from a specialist support agency and have opportunity to share best practice.
 - All staff have received AET Level 2 Autism Awareness Training, delivered by the Communication and Autism Team.
 - All staff receive annual training on emergency first aid for allergies and biannual asthma training.

7. How does Saltley Academy get more specialist help for students if they need it?

Agency or Service	Who they work with	How school can get in touch with them
Pupil and School Support	PSS support Saltley Academy in meeting the needs of our students. They do this by training staff in delivering specific interventions and on specific areas of SEND need, and also by assessing individual students so that they can advise on the best support for them.	School has an allocated worker who they will contact after a parent or carer signs a consent/referral form.
Educational Psychology Service	Students whose educational needs cannot	School has an allocated worker who they

	be met by internal interventions alone.	will contact after a parent or carer signs a consent/referral form.
Children's Speech and Language Therapy, Birmingham Community Healthcare NHS Trust Traded Speech and Language Therapy Services	The SEND department may liaise with the SLT department of the local Community Healthcare NHS Trust in order to facilitate work with students who meet the threshold for NHS treatment. We also buy in speech and language support for students with speech language and communication needs who do not meet this threshold, considered on an individual basis. The traded speech and language therapist work with staff to enable them to deliver packages of support for students we identify as having speech and language needs. They also train staff and offer strategies in specific areas to ensure need is met within the classroom environment	School has an allocated contact person at the local NHS trust who they can contact. Parental consent is sought and consent signed before a student is seen by a Speech and Language therapist.
Communication and Autism Team	Students with a diagnosis of ASD, including Asperger's Syndrome & Autism	School has an allocated worker who they will contact after a parent or carer signs a consent/referral form.
School Nurse	Supports students who have medical and health issues which have an implication for their wellbeing in the school environment.	Referrals through Pastoral Deputy Headteacher.

Forward Thinking Birmingham	Forward Thinking will provide clinical psychology and family therapy sessions for children and families with mental health issues which are judged to have a significant impact on their wellbeing.	
Sensory Support: Visual Impairment Team/Hearing Impairment Team/Habilitation Team	Students with specific needs related to a visual/Hearing impairment.	School has an allocated worker who they consult with as necessary. If a student is considered to need extra support from this team, this is discussed with a parent or carer and a consent form signed
Occupational Therapist	Students with specific needs relating to self care/fine motor/sensory processing difficulties	School has an allocated Occupational therapist who comes into school weekly. Consent is gained from parents if direct work is needed. Training on specialised approaches and interventions given to staff
Speech and Language Therapist		

9. How are parents of children and young people with Special Educational Needs involved in the education of their child?

Parents of all students have the opportunity to meet with class teachers/SENCo/Deputy SENCo at parents' evenings and discuss their children's progress in individual subject areas.

The SEND Department keeps in touch with parents regarding their children's support and any changes to their SEND status, through phone calls, written communication and meetings in school.

We hold half termly parent group sessions these are an informal opportunity for parents to meet with each other, do activities with their child, meet with external agencies who work with their child and share ideas and strategies with each other in a warm and welcoming environment.

For all students with more complex needs, parents are invited to regular Support Plan review meetings, where they have the opportunity to discuss the support proposed by the SEND department and contribute their views and suggestions. In these meetings Home/School targets are often set, so that the school and the family can work together to meet the aims of the student's Support Plan.

We strongly encourage parents to contact our Inclusion Department using the details above, where they have any concerns or information which would help us to better support their child.

10. How are students with Special Educational Needs involved in their own education?

The perspectives, feelings and needs of students with Special Educational Needs are paramount in all decisions and support allocation made by Saltley Academy SEND Department.

We keep the student at the centre of their review meetings by giving them the opportunity to express their views, involving them in setting targets for their education and personal development and encouraging them to share the responsibility for meeting these targets.

One page profiles are written by students. These person-centred profiles help staff to understand what is most important to the student and give important information about the student's needs, their strengths, what they find difficult, and what the student would like staff to do to help them succeed.

One of the ways in which we ensure students continue to be engaged in their own education and support is through regular, more informal monitoring chats with SEND staff. The students are encouraged to speak honestly and openly about how things are going for them and any difficulties they might be experiencing.

11. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?

All members of the school community carry the responsibility to listen to others and respond positively to them. Our school and governing body take complaints seriously and will act upon these on an individual basis. Please refer to the complaints procedure for further information.

12. How does the governing body (or proprietor) involve other people in meeting the needs of students with Special Educational Needs including support for their families?

On our board of governors we have an allocated governor who is responsible for Special Educational Needs. The allocated governor is Mr. Michael York.

Their job is to meet regularly with the Assistant Headteacher for Inclusion, and the Head of Inclusion.

In these meetings the SEN Governor makes sure that children and families are being supported appropriately in school.

The SEN Governor also visits the school, observes what happens in classrooms and meets with class teachers, support staff and children and young people.

In addition, the Head teacher, the Assistant Headteacher for Inclusion and Head of Inclusion report to the Board of Governors once a year. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how Special Educational Needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the Headteacher if appropriate provision isn't being made.

13. How does the school support students with Special Educational Needs through transition?

Year 6

- A member of the Inclusion Department will visit primary schools to meet with students and attend review meetings in the term before moving to secondary
- Induction evenings for students and their parents and carers
- Year 6 Transition Day and a Inclusion Transition in July
- Summer School
- For students who will be joining the Resource Base an individualised transition programme will be put into place as soon as it is confirmed they have a place at Saltley.

KS4 to post 16 Transition:

A questionnaire about the students' needs is completed with the student and their parents in their initial interview. This information is then passed to the SEND Department, who will make contact with

- Post 16 Transition team

We work closely with colleges to put in place a suitable transition programme based on individual needs

We work closely with Careers advisors and the local colleges to support the move to further education.

Work experience is organised by the work related team in collaboration with the SEN department.

14. How can parents find the Birmingham Local Authority's local offer?

Birmingham Local Authority's Local Offer can be found at:

<https://www.birmingham.gov.uk/localoffer>

Written by: Mr Richard Jones

Date: March 2020

To be reviewed: March 2021