



## Document Control

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## The Arthur Terry School

### SEN Information Report 2018-2020. (School Offer)

The Arthur Terry School is committed to meeting the needs of all pupils including those with special educational needs. The Arthur Terry School ensures that all pupils, regardless of their specific needs are offered inclusive teaching which will enable them to make the best possible progress in a mainstream setting wherever possible. The Arthur Terry School works within the framework of the Single Equality Act 2010 and the SEND COP 0-25 years 2014.

The Arthur Terry School is an inclusive school and aims to offer a range of provision to support pupils with communication and interaction, cognition and learning difficulties, social, and emotional health difficulties or sensory or physical needs.

The range of support deployed may be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation.

A student is considered to have SEND when there is a significant gap between educational progress or where emotional need impacts directly on their learning and well-being. Some students may have educational development gaps in their progress. The needs of these students are met by the Graduated Approach (**This is called Quality First Teaching**) within the classroom and, where considered necessary, by short term intervention.

#### Open and honest communication

We will explain everything to you and make sure you know what is happening

The SENCo and Assistant SENCo will make sure that all necessary school staff are aware of your child's needs and the strategies to meet those needs via Management Plans/ review updates/ Learning Support information lists and SEND staff briefings.

We will make all the information we need to share with you clear and easy to understand

If we think your child needs extra support we will always talk to you about this

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views.

We will explain everything to you and make sure you know what is happening

The SENCo and Assistant SENCo will make sure that all necessary school staff are aware of your child's needs.

The Learning Support Team will have regular contact via progress meetings, email and telephone.

Special Educational Needs  
Coordinator (SENCO): Sharon  
Vaughan.

Email:  
[svaughan@arthurterry.bham.sch.uk](mailto:svaughan@arthurterry.bham.sch.uk)

SENCO Assistant: Shelley Brant

Email:  
[sbrant@arthurterry.bham.sch.uk](mailto:sbrant@arthurterry.bham.sch.uk)

They are responsible for:

Checking on the progress of your child and identifying, planning and delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the ATLP SEND (Special Educational Needs) policy.

If you have concerns about your child you should speak to your child's subject teacher first. You may then be directed to the Progress Leader or SENCO.

The SENCo is responsible for

- Coordinating provision for children with SEN and developing the school's SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school. This is done in liaison with the Head Teacher and leadership group.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties e.g. Educational Psychology, Specialist Teachers, Communication and Autism Team, Behaviour Support Specialists, FTB and other agencies who are involved with the students' educational and emotional well-being.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs and so help achieve the best possible progress in school.

Ensuring that parents are:

- ✓ Involved in supporting their child's learning and access
- ✓ Kept informed about the range and level of support offered to their child
- ✓ Included in reviewing how their child is doing

<p><b>Head teacher:</b></p> <p>Samantha Kibble</p> <p><a href="mailto:Skibble@arthurterry.bham.sch.uk">Skibble@arthurterry.bham.sch.uk</a></p> <p>Neil Warner-ATLP Secondary Head Teacher.</p> <p>Nwarner@arthurterry.bham.sch.uk</p> <p><b>Subject Teachers.</b></p>	<p>✓ Consulted about planning successful movement (transition) to a new year group or school/college.</p> <p>They are responsible for the day to day management of all aspects of the school relating to and including the provision made for students with SEN.</p> <p>They will give responsibility to the SENCo and class teachers but are still responsible for ensuring that your child's needs are met.</p> <p>They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.</p> <p>They are responsible for:</p> <p>Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted/ differentiated to meet your child's individual needs. <b>This is called Quality First Teaching.</b></p> <p>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and discussing amendments with the SEN team as necessary.</p> <p>Ensuring that they are aware of your child's individual needs and/or diagnosis or SEND and what specific 'reasonable adjustments' need to be made to enable them to be included and make progress.</p> <p>Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress.</p> <p>Directing any extra adult support within the classroom effectively.</p>
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<p><b>SEN Governor:</b></p> <p>Andrew Platt</p> <p>c/o The Arthur Terry School</p> <p><b>Chair of Governors:</b></p> <p>Andrew Wood</p> <p>c/o The Arthur Terry School</p>	<p>Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.</p> <p>The SEN Governor is responsible for:</p> <p>Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</p>
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Your first point of contact around any concerns will be the class teacher and then if necessary the SENCo or Assistant SENCo.

If your concern is with the Local Authority, contact : [cwcnbu@birmingham.gov.uk](mailto:cwcnbu@birmingham.gov.uk) 0121 303 0829.

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. [Nicholas.Taynton@birmingham.gov.uk](mailto:Nicholas.Taynton@birmingham.gov.uk). 0121 303 5004.

Further information about SEND can be found at [mycareinbirmingham.gov.uk](http://mycareinbirmingham.gov.uk)

### **Induction and identification of SEND.**

When children have identified SEND in the previous school setting, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can support them.

On-going monitoring takes place by teachers to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place if needed, to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the pupils about their support are given consideration at all stages.

This additional support is documented in an individual progress review. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their extra needs.

In some cases teaching assistant support may be allocated to students with SEND and Educational Health and Care Plans. This support is deployed to ensure your child can engage in lessons and wider school activities and to

facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

The level of support received by your child may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this. If your child is continuing to have significant difficulties, further external expertise may be requested. Some students may meet the LA criteria for Personal Budget – more information is available on the [mycareinbirmingham.gov.uk](http://mycareinbirmingham.gov.uk) website.

### **Appropriate and effective teaching and learning**

- Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum
- All staff will receive appropriate training so that they have the knowledge and confidence to support children's needs
- A range of resources will be available in all learning areas to support learning for children operating at different levels
- Where necessary, resources will be available to support the learning of children who have social and/or communication needs
- The school will provide support for children if they need support managing their own behaviour and/or build up skills and confidence in dealing with social situations.
- The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events.
  - The school will provide good teaching for your child and extra support when needed

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum accordingly.

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

All staff will receive appropriate training so that they have the knowledge and confidence to support children's needs

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.

This ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. The school also seeks advice and guidance from the local authority agencies to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

**Accredited SENCO (National Award)**

**Accredited Teaching Assistants.**

**Accredited SENCO Assistant**

**Autism Education Trust Level one and two AS Lead Practitioners.**

**First Aid Trained Teaching Assistants.**

**Student Support Services**

A range of resources will be available in all learning areas to support learning for children operating at different levels.

Strategies to support/develop literacy

- Specialist teacher advice disseminated to and followed by teaching staff
- Focused reading lessons, with group or paired reading
- Small group intervention programmes
- One to one intervention.
- TA Lead Practitioners

Strategies to support/develop numeracy

- Specialist teacher advice disseminated to and followed by teaching staff
- Small group intervention programmes
- Additional maths groups.
- One to one intervention.

Provision to facilitate/support access to the curriculum  
Some small group/individual intervention depending on need.

- ICT resources

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on study skills
- Access to areas where homework can be completed in school.
- Visual timetables for class/and or individual pupils

Personal and medical care

- Staff (Medical) available for pupils throughout the day
- Care plans for pupils with medical needs
- Outreach services

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs

The school will provide support for children if they need support managing their own behaviour and/or build up skills and confidence in dealing with social situations.

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes
- Lunchtime clubs
- Mentoring
- 'Reasonable adjustment' to support the student during the school day i.e. exit cards/named support staff.
- Quiet room available lunch/break time
- Social Skills groups
- Students awareness intervention.

Mentoring activities

- Pastoral support mentoring
- Reward system
- Intervention groups.

Strategies to reduce anxiety/promote emotional wellbeing.

- Transition support, visits and events
- Reduced modified visual timetables
- Regular contact and liaison with parents as necessary
- 'Safe' areas.
- Access to Student Support Services.

Strategies to support/modify behaviour

- School sanctions and reward system as set out in School Behaviour Policy, including 'reasonable adjustments' where necessary and appropriate.
- Behaviour Support Services COBS, Educational Psychology, Outreach services.
- Mentoring

Support/supervision at unstructured times of the day including personal care

- Break time - safe haven
- Lunch clubs - safe haven
- Trained staff supervising during break periods
- Quiet room – safe haven
- Peer Mediation systems

Planning, assessment, evaluation and next steps

- SEND Progress Reviews.
- SEND Management Plans.
- Behavioural Support Plans.
- Regular short and long term target setting.

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.

We have regular educational visits and residential trips. Where necessary extra support is put in place to enable all students to access these visits. When visits are about to take place, necessary support is discussed with parents prior to the visit.

The Arthur Terry School follows the criteria of The Single Equality Act 2010, SEND COP 0-25 years 2014 and The Children and Families Act 2014.

The school will provide good teaching for your child and extra support when needed

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that

any transition is as smooth as possible.

If your child is moving to another educational environment:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Supports child and parent through the transition.

When moving year group in school:

- Information will be passed on to the new class teachers in advance.
- Necessary individual support will be put in place.

### **A Partnership Approach**

- We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if required
- Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.
- The school will involve you in all decisions and listen to your views.
- The school will involve your child in decisions about their learning.
- We will be happy to give you contact details for organisations who can give advice and support to you and your child.

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Access to Education
- Referral to paediatrician
- Referral to FTB
- Referral via pastoral team to associated agencies and services.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- Referrals to outside agencies as required

- Pupil and School Support, Specialist Teachers, Sensory Support, Educational Psychologist, Communication and Autism Team, School Nurse attends at regular intervals to see specific pupils.

The SENCo and the Assistant SENCo are available to meet with you to discuss your child's progress or any concerns you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

**We will be happy to give you contact details for organisations who can give advice and support to you and your child**

Agency	Description of support
Access to Education <ul style="list-style-type: none"> <li>• Educational Psychology - our Educational Psychologist is: Halit Hulusi (0121 303 0100)</li> <li>• Pupil and School Support – our Contact: Alison Ayres - (0121 303 1792)</li> <li>• Communication and Autism Team – Our Contact: Kathryn Houlahan (0121 675 5057)</li> <li>• Sensory Support, Visual Impairment – Contact: (0121 303 1973)</li> <li>• Sensory Support, Hearing Impairment – Contact: Paul Bramwell (0121 303 1973)</li> <li>• Behavioural Support Services- Contact: Sue Kulas (0121 464 7623)</li> </ul>	Planning Meeting, Assessment, Parent Liaison, Observations and Advice Individual and group work as appropriate Individual termly meetings as appropriate and advice given
Physical Difficulties Support Services	Support the school in overcoming environment and emotional barriers.
Speech and Language Therapy	Support the school with students' specific needs.
Occupational/Physiotherapy	
Paediatric Services	
School Nurse	
FTB- Childrens' Mental Health Service.	
Parent Partnership Service:	Offer impartial, confidential information advice and support for parents/carers of children with SEND. Offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.

	<a href="http://www.birmingham.gov.uk">http://www.birmingham.gov.uk</a>
Educational Professional responsible for children who are looked after web address	Luara Hurn: Assistant Head Teacher Lorraine Holland: Student Support Services. C/o The Arthur Terry School.
Voluntary agencies	School may refer as required.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to: [mycareinbirmingham.gov.uk](http://mycareinbirmingham.gov.uk)

The Local Authority Local Offer

The DfE Code of Practice : <http://www.education.gov.uk/>