



Equitas Academies Trust



CHILWELL CROFT ACADEMY

All Different, All Equal, All Achieving

SEND INFORMATION REPORT

At Chilwell Croft Academy we strive to support all pupils to enable them to achieve at school and to meet their potential both socially and academically. In order to do this many steps are taken to support our pupils through their learning journey. As well as a challenging learning environment, we provide support, acceptance and real opportunities for friendships and positive relationships.

Quality teaching is vital; however for some pupils there are occasions when they need further provision which is different from and additional to that made generally for others of the same age.

1. What kinds of Special Educational Needs does our school make provision for?

TYPES OF NEED AND WHAT THAT COULD LOOK LIKE	EXAMPLES OF SUPPORT IN OUR SCHOOLS
<p>Cognition and Learning</p> <ul style="list-style-type: none"> <i>Pupils who work at a slower pace than their peers, even with appropriate differentiation.</i> <i>Pupils with specific learning difficulties.</i> 	<p>Differentiated curriculum</p> <p>Targeted small group interventions</p> <p>Literacy support eg. Lexia (Reading programme)</p> <p>Pupil & School Support involvement</p> <p>In class support from Teaching Assistant (TA)</p> <p>Specialist teaching programmes to accelerate progress.</p> <p>One-to-one individual support when appropriate</p>
<p>Communication and Interaction</p> <p><i>Pupils with Speech, Language and Communication Needs</i></p> <p><i>Pupils with ASD, including Asperger's Syndrome & Autism.</i></p>	<p>Social interaction and communication groups.</p> <p>Level 1 Autism Awareness whole staff training.</p> <p>Communication and Autism Team involvement.</p> <p>Speech and Language Therapist support where appropriate.</p>

Social, Emotional and Mental Health difficulties	Designated Pupil Welfare Officer Learning Mentors School Nurse
<i>Pupils may experience a wide range of Social & emotional difficulties which manifest themselves in many ways.</i>	Educational Psychologist (Authority) Educational Psychologist and Counsellor (Independent).
Sensory and/or Physical needs <i>Students who require Special Educational provision which prevents or hinders them from making use of the educational facilities generally provided.</i> Regrettably, because of the nature of our school buildings, we are not able to meet the needs of all physically impaired students.	Appropriate outside agency involvement Some specialist personalised resources in the classroom, as appropriate

How do we know our provisions work?

We review, revise and refine the impact of provisions we put in place regularly with pupils, staff, external agencies and families. We do this through regular observations, termly reviews and assessments to monitor outcomes.

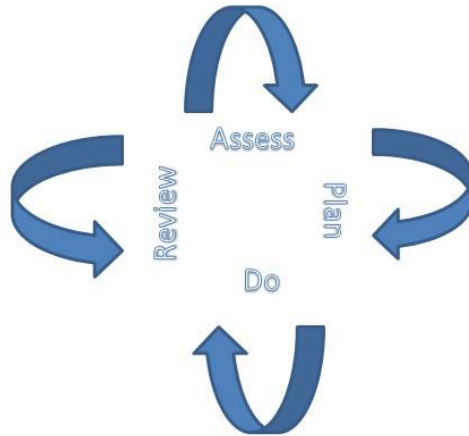
2. How does our school identify and assess Special Educational Needs?

Identification begins with information and data collection from a range of sources. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils and identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Parent and pupil views are an essential part of the process.

A clear analysis of individual needs will be carried out by staff with the support of the Special



Educational Needs Co-ordinator (SENCo).

Where a student is identified as needing additional provision, which is different from the provision made generally for others of the same age, we will follow the Graduated Approach – Assess, Plan, Do, Review. Parents’ and pupils’ thoughts and feelings will be central to the plan which will outline the provision we will make. These provisions will be reviewed regularly dependent on the need and the intervention.

3. How does the school know that progress is being made by pupils with SEND ?

We know a pupil has made progress when observation and information tells us that they have achieved the desired outcomes of the provision that was put in place.

The school uses constant and consistent formal and informal assessments. Some assessment is made on a lesson-by-lesson basis and monitored by the class teacher. Each year group will carry out termly assessments.

Assessments are carried out at the beginning and end of any interventions which are in place and, of course, regular observations are made by the teachers and any support staff involved. Outcomes of interventions delivered are evaluated through effective target setting and by employing a tiered response to pupils’ needs and the effective involvement of external professionals.

4. What extra-curricular activities can a student with SEND access at school?

We plan all activities in an inclusive way, so that whenever possible **all** pupils join in activities unless participation may cause distress, anxiety or risk. These pupils will be provided with alternative provision. They are always involved, along with their parents/carers, in any decisions made and steps taken. There are many opportunities for pupils to participate in a variety of activities, some of which will be specifically arranged for SEND pupils.

5. Does the trust have a Special Educational Needs Co-ordinator and? Who are they and how can someone get in touch with them?

MS HAYLEY ROBBS



0121 464 3402

hrobbs@chilwellcroftacademy.com

Ms Robbs works with pupils, parents, and teachers and outside agencies to ensure that all pupils' needs are met.

6. What training does the staff in school have in relation to pupils with SEND?

All staff across the trust attend a continuous and rigorous programme of training, in and out of the classroom, about all areas of need. This is led by a Teaching and Learning Team. Additionally, all staff attend specific training programmes relevant to the needs of our pupils.

7. How does the school get more specialist help for pupils if they need it? (*A referral will need to be made*).

Agency or Service	Who they work with
Barnardo's	Pupils who are identified as vulnerable and needing support at home, as well as at school.
City of Birmingham School (COBS)	Support pupils with social, emotional and mental health difficulties.
Communication and Autism Team (CAT)	All pupils who have or may have Autistic Spectrum Disorder (ASD). The CAT team also work with parents and families to help reduce stress and anxiety related to autism.
Educational Psychology Service (EP)	The EP Service provides psychological support for pupils and families across a wide range of needs. They use their expertise to develop an understanding of pupils' developmental
Forward Thinking Birmingham (FTB)	issues, including very complex situations involving SEN.
Independent Educational Psychologist/Counsellor	Supports and intervenes with young people experiencing emotional and mental health difficulties.
Occupational Therapy	

(OT)	Targeted pupils with one-to-one or small group interventions
Pupil and School Support Service (PSS)	Pupils who have identified physical difficulties.
School Nurse	
Speech and Language Therapy	Support and assess pupils with identified cognition and learning difficulties
	Pupils with medical needs/health concerns.
	Pupils identified with Speech and Language difficulties.

NB. The above represents examples of the main services we work with.

When a pupil needs specialist provision we will endeavour to work with families to make sure that it is provided; specialist expertise or training will be secured. Any specialist equipment which may improve a pupil's learning experience will be also be obtained from the relevant agency.

8. How are the families of pupils with SEND involved in the education of their child?

We always welcome parental involvement and we hope that families will participate as fully as possible in decisions regarding their child's education. Families know their children best, and we will have regard to the views, wishes and feelings of the pupil and their family so that we can facilitate the development of the child and help them to achieve the best possible outcomes, preparing them effectively for adulthood.

9. How are pupils with SEN involved in their own education?

We listen to the wishes and feelings of all our pupils and involve them in planning and decisions; and we provide them with all the support and information needed to make those decisions. We support them formally and informally by providing high quality provision to help remove any barriers to their learning and their social development. Systems for collecting feedback from pupils are established and consistently applied and their targets are incorporated into plans.

10. If a parent of a student with SEN has a complaint about the school, how does the governing body deal with the complaint?

If a parent of a pupil with SEND has a complaint about the school and/or the provision being made to meet their needs, we would welcome and urge parents to approach school to discuss their concerns. In the first instance we would like them to contact the SENCo who will aim to reach a satisfactory outcome in partnership with the child and their family, by meeting and working together to find a solution.

However, if a satisfactory solution cannot be reached, the parents should contact the Executive Head teacher, Mrs Heather Roberts. For further information please see our Complaints Procedure on our website.

11. How does the governing body involve other people in meeting the needs of pupils with SEND, including support for their families?

At Chilwell Croft, and across the Equitas Trust there is a designated governor for SEN, Miss Danielle Carey, who regularly liaises with the SENCo and the school to ensure that the governors are informed about the provision, progress, attainment and wellbeing of our pupils with SEND. SEN Governors are updated by the SENCO about the involvement of Health and Social Services bodies, Local Authority Support Services and voluntary organisations and the support they offer.

Amongst other responsibilities, the governing body has further SEND commitments; including:

- To appoint a governor who is responsible for Special Educational Needs or Disabilities.
- To make sure that the school's SEND policy <http://www.chilwellcroftacademy.com/our-school/statutory-policies/SEND> is on the Chilwell Croft Academy website and is reviewed every year.
- To ensure that all appropriate safeguarding procedures are in place for all pupils, including those with SEND.

The Executive Head teacher, Mrs Roberts, The Head teacher, MrS Julie Berrow and the SENCo, Mrs Coleman are all answerable to the governors for all aspects of SEND provision.

12. Who are the support services that can help parents with pupils who have SEN?

IPSEA – Independent parental Special Educational Advice www.ipsea.org.uk 0800 018 4016

CONTACT A FAMILY – for families with disabled children www.cafamily.org.uk . 0808 808 3555

THE INFORMATION ADVICE AND SUPPORT SERVICES NETWORK offers free, impartial, confidential and impartial information and advice to parents and carers of children and young people with SEN www.iscbbirmingham.org.uk 0121 464 2612.

SPECIAL NEEDS JUNGLE provides parent-centred information, news, resources and informed opinion about SEN, disability, children's health and SEN politics. www.specialneedsjungle.com .

BIRMINGHAM CITY COUNCIL'S information about SEND provision in the city can be found at www.birmingham.gov.uk/SEND

13. How does the school support pupils with SEN through transitions?

Chilwell Croft starts planning for any transitions early and will always consult with families and pupils about this so that their worries and concerns can be heard. Enhanced and personalised transition

programmes will be developed for pupils who need them and pre and post monitoring takes place to make sure the transition has been a positive one.

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

Visit the Birmingham City Website www.birmingham.gov.uk/localoffer

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