

Chilwell Croft Academy

SEND Information Report

July 2020

The Equitas Academies Trust consists of two schools: Chilwell Croft Academy a Primary provision for children from 5-11 years old, and Aston Manor Academy for children and young people aged 11-16, and 16-18 in our 6th form. Both Academies have high expectations for our children's attainment and personal development.

We are a mainstream primary school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Chilwell Croft Academy, we aim to identify problems as early as possible and to provide teaching and learning contexts that enable each child to achieve their full potential both socially and academically. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling. As well as a challenging learning environment, we provide support, acceptance and real opportunities for friendships and positive relationships.



Chilwell Croft Academy

All Different, All Equal, All Achieving



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

Special educational provision should be matched to the child’s identified special educational need and disability (SEND). Children’s SEND are generally thought of across four broad areas of need and support:

Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Communication and Interaction – examples of support		
Universal Support	Targeted Support	Specialist Support
<ul style="list-style-type: none"> • Differentiated curriculum planning. • Modelled speech/language. • Modelled Interaction. • Targeted questioning. • Talking partners. • Whole class circle time. • Class visual aids and prompts. • Visual timetables. • Key words/word banks. • Sequencing activities. • Additional processing time. • Simplified Language. • A range of questions used so children develop and give better answers. • Opportunities for individual, pair, group or whole class working. • Regular communication through informal and formal meetings e.g. Parents’ evening. • Class and special assemblies. 	<ul style="list-style-type: none"> • Pre-teaching of vocabulary. • Language booster classes. • Communicate in print. • Nurture group (social skills & self-esteem). • Communication book activities. • Individual visual timetables. 	<ul style="list-style-type: none"> • Individual visual communication system. • Targeted work from Speech and Language therapist. • ASD Outreach support (CAT, SALT, PSS)

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD). Children may need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex.

Cognition and Learning – examples of Support		
Universal Support	Targeted Support	Specialist Support
<ul style="list-style-type: none"> • Differentiated curriculum planning. • Pitched questioning. • Modelling of skills. • High expectations. • Success criteria. • 1:1 and group reading. • Guided writing. • Visual dictionaries. • Word mats. • ICT to support learning. • Writing frames. • Learning displays. • Challenge tasks. • Support from Teaching Assistant. • Different learning styles are adopted. • Next steps in marking. • All children's progress and attainment are assessed and tracked throughout the year. 	<ul style="list-style-type: none"> • SPaG group (Spelling, Punctuation and Grammar). • Paired Reading. • Catch up reading. • Letters and Sounds Phonics. • Learning & Language. • Developing Written Language Skills. • Task boards to break down tasks into manageable chunks. • Pre-teaching of vocabulary. 	<ul style="list-style-type: none"> • Intense (1:1) support in core and foundation subjects. • Educational Psychology (EP). • Behaviour Support Service (COBS). • Communication and Autism Team (CAT). • Speech and Language Therapy (SALT). • Pupil and School Support (PSS).

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health – examples of support		
Universal Support	Targeted Support	Specialist Support
<ul style="list-style-type: none"> • Differentiated curriculum planning. • Whole school behaviour policy. • School & class rules. • Whole school assemblies. • Class circle time. • Talking partners. • Class visual timetable. Golden time. • Visual reward systems. • House point system. • Time out. • Timers & stress relievers. • Emotion/social resources. • Praise and high expectations. • Certificates. • Class Monitors, School council. • Fiddle objects. 	<ul style="list-style-type: none"> • Nurture group (social skills & self-esteem). • Conversation group. • Individual reward system & behaviour logs. • Additional support at playtime. • Transition support. • Involvement from the Pastoral team. 	<ul style="list-style-type: none"> • Counselling (EP) • Individual workstation. • Individual social stories to teach specific social skills. <p>Targeted work from – Behaviour Support, Forward Thinking Birmingham, Educational Psychology and Behaviour Support Service (COBS).</p>

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Sensory and Physical Needs		
Universal Support	Targeted Support	Specialist Support
<ul style="list-style-type: none"> • Differentiated curriculum planning. • Adaptions to the classroom (when appropriate). • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement breaks. • Classrooms have age appropriate furniture and environments. • High quality resources are readily available, organised to enable independence. • Seating plans or group tables are used. • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning. • Outdoor learning opportunities. 	<ul style="list-style-type: none"> • Use of specialist equipment. • Pencil grips. • Coloured overlays. • Lap weights. • Sloping boards for desks. • Adapted cutlery. • Fidget kits. • Large keyboard for computer work. • Visual prompts, pictures and ICT used appropriately to aid learning. 	<ul style="list-style-type: none"> • Individual workstations. • Social stories. • Comic Strip Conversations. • Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team. • Physical Support (PDSS). • VI/HI Support. • Individual support with selfcare where appropriate. • ICT program to develop keyboard skills.

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

Identification begins with information and data collection from a range of sources. Class teachers, supported by the senior leadership team, make regular observations and 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 (SENDCo).

Children will be monitored by their class teacher and also the SENDCo through the 'Assess, Plan, Do, Review' Cycle.

What is the 'assess, plan, do, review' cycle?

Assess – a clear analysis is made of needs based on:

- views of the child/young person and their parents/carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCo, parent/carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support, and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support, and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENDCo supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with pupil and parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

If children are still not making progress, or needing additional support, then they will be placed on the SEND register. As a result of a child being placed on the register, they will have One Page Profile and One Page Profile Plus written and reviewed for them each term with individual targets. These will be discussed with parents. Further support may be required from external agencies. For the very few children who have complex and significant SEND then they may have an Education, Health and Care Plan (EHCP) or a SEND Support Plan. The decision made to provide support for pupils with additional needs is made through collaborative working with all agencies, including parents/carers and pupils.



The Early Years Foundation Stage (EYFS) and SEND at Chilwell Croft Academy

The Early Years Foundation Stage (EYFS) is the statutory framework for children's early education aged 0 to 5 years providing standards for all children's learning (including those with additional needs), development and care in early years settings.

In our EYFS setting, those that work with our young children will be alert to emerging difficulties and respond early to any concerns. The schools SENDCo will be made aware and ensure early concerns are communicated to parents/carers, and equally if parents/carers express any concerns, the EYFS team, along with the SENDCo will listen and act because parents/carers know their children best and it is important that all practitioners listen and understand when they express concerns about their child's development.

In some cases, children will already have had any additional needs identified before they start attending reception at Chilwell Croft Academy, perhaps at or before birth or at one of the Health Visitor checks. In this situation, we would continue to work with all professionals involved to ensure we are meeting the needs of the child.

In our EYFS setting, we have clear assessment arrangements in place for identifying children's additional needs and to promote equal opportunities. Our assessment procedures are planned at appropriate intervals and there is always an opportunity through our open-door policy or through parents evening to discuss the progress children are making.

If a child in our setting has a disability the child is offered support and protection under the [Equality Act 2010](#).

Staff in our settings are knowledgeable in relevant law and policy and know how to apply it in their practice with regards to the SEND Code of Practice. We ensure children's needs are identified early, appropriate support is given, and children are referred onto external agencies if their learning and development continues to be a concern.

We have enhanced transition arrangements in place for children with SEND moving from a Nursery or Childcare setting. This will usually involve face to face meetings between current and welcoming settings, parents and any other professionals involved and well-planned phased transition times where appropriate.

As an inclusive school it is important to us that children with SEND are enabled to access activities available to and with children without SEND. In addition to this, we have planned small group or one to one intervention for children to focus on accelerating learning and to address any targets identified.

3a. What is the range of provision for SEND children?

All our children are taught through effective Quality First Teaching. Our teachers have high expectations, considering the different learning styles of children in their class and continually assessing them through assessment for learning.

Differentiating the curriculum helps children to achieve their full potential. When children with SEND need more than Quality First Teaching, interventions are delivered in a variety of ways to meet the needs of the individual. These may be small group or individual time limited interventions that will either be delivered by a teacher, school teaching assistant or an adult from an outside agency. This type of support can also be available for any child who has specific gaps in their understanding of a subject/area of learning.

If your child has been identified by the class teacher and SENDCo (or you have raised concerns) as needing more specialist input instead of, or in addition to, Quality First Teaching and class based intervention groups then further support is often sought from external agencies such as Speech and Language therapists or our Educational Psychologist. Specialist professionals from external agencies may help by assessing children and offering specific targets and resources to help support SEND children better. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. We use the expertise of Pupil and School Support (PSS) to assess and report on our children who may be presenting with difficulties with cognition and learning. We use their support and the Communication Autism Team to assess some children with specific concerns or needs with communication and interaction.

We will always gain consent from parents/carers before we request support from our outside agencies, and we will share any reports that are provided. The kind of information our outside agencies will request and keep about you includes name, address, telephone number. The kind of information they request and keep about your child or young person includes: the child/young person's name, date of birth, gender, ethnicity, school, year group, area of SEN/disability and level of SEN (e.g. School Support or an EHC Plan or Statement of SEN). Those children whose learning needs are significant, and complex may need individual, specific support provided by an Education, Health and Care Plan (EHCP). This means the class teacher and SENDCo will have identified your child as needing a particularly high level of individual or small group teaching which cannot be provided from the current resources available to the school. Applications for EHC Plans are sent to the Local Authority for consideration. Only children with the most complex and significant needs are given an EHCP.

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

In accordance with the SEND Code of Practice (2014), the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

- Assess - The child is assessed thoroughly to identify key areas of need.
- Plan - Plan provision that is needed to scaffold the child's learning.
- Do - The support plan is put in place and monitored over a period of time.
- Review - Review progress against the child's targets.

Your child's progress is continually monitored by his/her class teacher. Their summative progress is reviewed every term and an age-related assessment is given. This is the case for all children in school. Children on the SEND register will have a One Page Profile and One Page Profile Plus which will be reviewed termly and the plan for the next term made. Children on the SEND register for learning difficulties have a Language and Literacy Continuum which provides ongoing formative assessment and the targets feed into the One Page Profile Plus. 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 Class Teacher and SENDCo will also, through progress meetings, check that your child is making good progress within any individual work and in any group that they take part in.

The Academy 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 which then inform teacher planning and differentiation.

Where a child has been identified as needing an intervention programme, 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.

3c. What is the school's approach to teaching pupils with special educational needs?

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENDCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders, the SENDCo and the senior leadership team monitor pupils' books to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is not meeting age related expectations, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

3d. How does the school adapt the curriculum and learning environment for pupils with special educational needs?

Here at Chilwell Croft Academy we provide a creative curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Through carefully planned lessons, we provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

We acknowledge that all children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEND register for varying periods of time. However, children's needs will be frequently reassessed (at least three times per year, some children may need more) in order to ensure that the provision is suitable and supports the child's development.

Our SENDCo, working alongside class teachers, monitors all SEND provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND to ensure

that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, so it comes in the form of a lesson rather than an intervention programme. Alongside Quality First Teaching, there may be a Teaching Assistant working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. This means that children may be taken out of the classroom for some of these sessions but they will continue to work on the same areas as the rest of the children in their class, which ensures a smooth transition commences back into the classroom. The regularity of these sessions will be explained to parents when the support starts.

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered

- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Offer small group support to promote skills identified in the child's SEND Support Plan

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents and the SENDCo to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

The Accessibility and Equality Plan are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. enlarged texts, reading books, maths equipment, ICT).

3e. What additional support is available for children with special educational needs?

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

3f. What extra-curricular activities can a pupil 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.

3g. What support is available for improving the emotional and social development of our pupils with special educational needs?

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and all staff, including the pastoral team monitors happiness and well-being. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. social communication groups, drawing and talking intervention, circle time) and progress monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

4. Who is responsible for SEND at Chilwell Croft Academy?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or Headteacher.

Our SENDCo, Miss Hayley Robbs, is responsible for:

- Co-ordinating the support for children with special educational needs or disabilities (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 parents are kept involved and informed about the support their children are receiving.
- Liaising with external professionals 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.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring there is sufficient expertise in school and providing or facilitating training where required.

Miss Hayley Robbs



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5. What specialist services and expertise are available at or accessed by our school?

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.

The school is fully committed to working with other agencies such as health, social care, local authority support services and the voluntary sector.

Directly funded by the school:

- Community Welfare and Safeguarding Officer
- Educational Psychologist (internal)
- Pastoral Behaviour Manager
- Speech and Language therapy (SLT Plus)
- Communication Autism Team (CAT)

- Pupil and School Support (PSS)
- City of Birmingham School (COBS) Behaviour Support Team

Paid for centrally by the Local Authority but delivered in school:

- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Physical Difficulties Support Service (PDSS)

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

There is a wealth of experience amongst the teaching staff and training has included ASD (Autistic Spectrum Disorder), Attachment Disorder, Dyslexia as well as interventions including Precision Teaching and Direct Instruction.

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.

6. What are the accessibility arrangements at Chilwell Croft Academy?

The school site is accessible via ramp access in Early Years and Key Stage 1 and we can put in place intimate care policies to support personal care.

The school site is not fully accessible due to our Key Stage 2 classrooms being located on the first floor and can only be accessed by stairs. Unfortunately, the school does not have a lift. As a result, the school site would not be fully accessible for a child using mobility equipment. Our school continues to improve accessibility where possible.

Chilwell Croft Academy put in place all reasonable adjustments to support pupils with physical difficulties (PD) and we work closely with the physical difficulties support service (PDSS).

Children with physical difficulties (PD) may require specialist support and equipment to access their learning. School will work with all outside agencies including health professionals to support the pupils with PD.

Accessibility of the school is reviewed annually as part of our Accessibility Plan.

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

We are person centred in our approach and 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 work closely to ensure that 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.

Below are some of the ways we aim to ensure we have effective communication:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with either the person involved directly, or where this is not possible, in a report.
- Teachers will meet with both parents and children to discuss their One Page Profile Plus.

8. How are pupils with SEND involved in their own education?

Pupils' views are highly valued at Chilwell Croft Academy and we use a variety of methods for seeking these. We listen to the wishes and feelings of all our pupils and involve them in planning and decisions through the process of creating a One Page Profile; and we provide them with all the support and information needed to make those decisions. Through our One Page Profiles, children are encouraged to evaluate their own strengths and what support they would like to access at school. 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.

9. If a parent of a student with SEND 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 SENDCo who will aim to reach a successful 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 Headteacher. For further information please see our Complaints Procedure on our website.

10. 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 trust member for SEND, Mr Simon Spencer, who regularly liaises with the SENDCo and the school to ensure that the trust members are informed about the provision, progress, attainment and wellbeing of our pupils with SEND. SEND trust members are updated by the SENDCo 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 trust members have further SEND commitments, including:

- To appoint a trust member 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 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, The Headteacher, and the SENDCo, are all answerable to the trust board for all aspects of SEND provision.

11. Who are the support services that can help parents with pupils who have SEND?

Birmingham City Council's information about SEND provision and support can be found at https://www.birmingham.gov.uk/homepage/261/advice_support_and_information_send

12. How does the school support pupils with SEND through transitions?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. 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.

If your child is moving to another school:

- We will contact the new school's SENDCo 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 classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new and current teacher.
- If a transition book would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.

In Year 6:

- The SENDCo, through arranged meetings, will discuss the specific needs of your child with the SENDCo of their secondary school
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- If a transition book would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.
- Your child will complete focused tasks about aspects of transition to support their understanding of the changes ahead.

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

Visit the Birmingham City Council Website <https://www.birmingham.gov.uk/localoffer> to view their local offer.

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