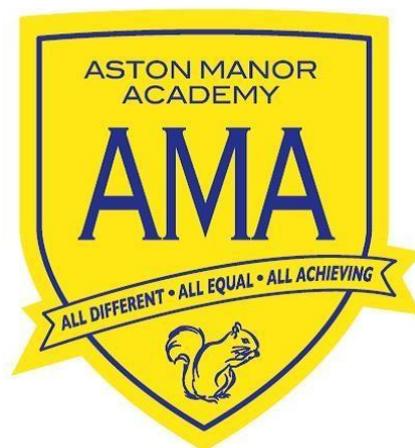


## ASTON MANOR ACADEMY



### SEN LOCAL OFFER

**Review Date:** July 2019

**To be Reviewed:** July 2020 **Agreed:**

Full Trust Board

**Policy Lead:** Sandra Coleman / Siobhan Long

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) REPORT

At Aston Manor 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><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils who are not achieving age related expectations, even with appropriate differentiation.</i></li> <li>• <i>Pupils with specific learning difficulties.</i></li> </ul>	<p>Differentiated curriculum</p> <p>Targeted small group interventions</p> <p>Literacy support eg. Lexia (Reading programme)</p> <p>Pupil &amp; 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><b>Communication and Interaction</b></p> <p><i>Pupils with Speech, Language and Communication Needs</i></p> <p><i>Pupils with ASD, including Aspergers Syndrome &amp; Autism.</i></p>	<p>Social interaction and communication groups.</p> <p>Level 1 Autism Awareness training whole staff training.</p> <p>Level 2 Autism Awareness training for Inclusion Staff.</p> <p>Communication and Autism Team involvement.</p>
<p><b>Social, Emotional and Mental Health difficulties</b></p> <p><i>Pupils may experience a wide range of Social &amp; emotional difficulties which manifest themselves in many ways.</i></p>	<p>'Friends' group -supporting anxiety</p> <p>School Nurse</p> <p>Educational Psychologist (Authority) Educational Psychologist and Counsellor (Independent).</p> <p>Designated Family Support Worker.</p>
<p><b>Sensory and/or Physical needs</b></p> <p><i>Students who require Special Educational provision which prevents or hinders them from making use of the educational facilities generally provided.</i></p>	<p>Appropriate outside agency involvement</p> <p>Some specialist personalised resources in the classroom, as appropriate.</p>
<p><b>Unfortunately, due to the nature and age of our original school buildings we are unable to meet the needs of physically impaired students in our 11-16 years provision.</b></p>	

#### CURRICULUM PATHWAYS

**Individualised Curriculum Pathways are put in place at the beginning of Year 9 to help pupils to make appropriate choices for their KS4 curriculum, linking them to likely career paths.**

#### POST 16 PROVISION

**Although we are able to meet the needs of some physically impaired pupils in our new 6<sup>th</sup> Form buildings, we can only offer limited support to pupils with other SEND issues. We offer A Level and BTEC full time courses on site. We offer Level 2 Apprenticeship Programmes jointly with Gordon Franks Training Provider; with these pupils spending 2 days at Gordon Franks and 3 days in our 6th Form. For further information about Post 16 Provision please contact Mr Dan Preston on 0121 359 8108 [Dpreston@astonmanoracademy.com](mailto:Dpreston@astonmanoracademy.com).**

### **2. 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.

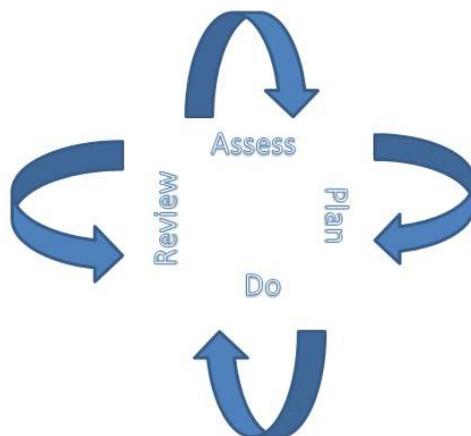
### **3. How does our school identify and assess Special Educational Needs?**

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 and Disability Co-ordinator (SENDCo).



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.

**4. 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 tell us that they have achieved the desired outcomes of the provision that was put in place.

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.

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.

**5. 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.

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

Across the Trust Miss Long works with pupils, parents, teachers and outside agencies to ensure that all pupils' needs are met.

At Aston Manor Academy, Miss Siobhan Long is responsible for SEND & Inclusion

Miss Long



0121 359 8108 [slong@astonmanoracademy.com](mailto:slong@astonmanoracademy.com)

**7. What training do 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 the Teaching and Learning Team. Additionally, all staff attend specific training programmes relevant to the needs of our pupils.

We have received training from Forward Thinking Birmingham to deliver a range of support sessions around Stress and Anxiety.

**8. 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 Assess and support and assess identified pupils with cognition and learning difficulties.
City of Birmingham School (COBS)	Visit pupils in school to support social, emotional and mental health difficulties.

Communication and Autism Team (CAT)	All pupils who have a diagnosis for 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 issues, including very complex situations involving SEN.
Forward Thinking Birmingham/ Our Roots (FTB)	Supports and intervenes with young people experiencing emotional and mental health difficulties.
Independent Educational Psychologist/Counsellor	Targeted pupils with one-to-one or small group interventions
Occupational Therapy (OT)	Pupils who have identified physical difficulties.
Pupil and School Support Service (PSS)	Support and assess pupils with identified cognition and learning difficulties
School Nurse	Pupils with medical needs/health concerns.

NB. The above represents examples of the main services we work with. When a child needs specialist provision we will endeavour to work with families to make sure that it is provided; specialist expertise or training will be sought.

**9. 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.

**10. How are pupils with SEND 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.

**11. 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 the school to discuss their concerns. In the first instance we would like them to contact the SENDCo 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 Headteacher, Mrs Jill Sweeney. For further information please see our Complaints Procedure on our website.

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

At Aston Manor Academy and across the Equitas Trust there is a designated governor for SEND, Mr Simon Spencer, regularly liaises with the SENDCo's and the school to ensure that the governors are informed about the provision, progress, attainment and wellbeing of our pupils with SEND. SEND Governors 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 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.astonmanor.bham.sch.uk/our-school/statutory-policies/SEND> is on the Aston Manor 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 Director, Mrs Roberts; The Headteacher, Mrs Jill Sweeney and the SENDCo, Miss Siobhan Long are all answerable to the governors for all aspects of SEND provision.

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

**IPSEA** – Independent parental Special Educational Advice [www.ipsea.org.uk](http://www.ipsea.org.uk) 0800 018 4016

**CONTACT A FAMILY** – for families with disabled children [www.cafamily.org.uk](http://www.cafamily.org.uk) . 0808 808 3555

**INFORMATION, ADVICE AND SUPPORT SERVICES NETWORK** provides free, confidential and impartial information and advice to parents and carers of children and young people with [www.iscbbirmingham.org.uk](http://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](http://www.specialneedsjungle.com) .

**BIRMINGHAM CITY COUNCIL's** information about SEND provision in the city can be found at [www.birmingham.gov.uk/SEND](http://www.birmingham.gov.uk/SEND)

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

Aston Manor Academy 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.

**15. How can parents/guardians find the Birmingham Local Authority's local offer?**

Visit the Birmingham City Website [www.birmingham.gov.uk/localoffer](http://www.birmingham.gov.uk/localoffer)

Next review date: July 2020