

## The SEND Local Offer 2017/18



## **Special Educational Needs 2017**

All Birmingham Local Authority maintained schools have a similar approach to meeting the needs of pupils with Special Educational needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and Disabilities are met in a mainstream setting wherever possible.

When identifying the areas of need a pupil may have, there are four categories:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and Physical Needs

### **What is the Local Offer?**

The Children and Families Bill was enacted in 2014. The Local Authorities and Schools are required to publish information about the services and provisions they offer.

Please click on the link below to access the [Birmingham Schools Offer](#).

[www.mycareinbirmingham.co.uk](http://www.mycareinbirmingham.co.uk)

### **Your child has Special Educational Needs. What can we offer at the International School?**

Every child is different and we will ensure that every child has a personalised assessment to suit their needs. The SENCo, Class teachers and teaching assistants will make observations in the first instance to identify the area of need your child may have. If there has been a formal diagnosis the SENCo will talk to the specialists that helped make that diagnosis.

The SENCo will identify the strategies required to help support pupil progress from this point and offer guidance to any staff working with your child. This may include:

- One-to-one or small group teaching (Personalised Learning)
- Teaching Assistant support in some lessons
- Provision of mentoring support
- Providing a safe place during the day (for pupils with social difficulties)

- Special arrangements for exams (e.g. separate room, reader)

In some cases it may also be necessary to seek support from outside agencies.

Below are some of the agencies the school currently work with:

- Pupil and School Support Service
- Behaviour Support Service
- Communication and Autism Team
- CAMHS
- Sensory Support Service (hearing & vision)
- Brays Outreach (physical)
- Children's Services (now via Student and Family Services)
- Connexions
- The Malachi Trust

The progress of your child will be reviewed regularly and you will be invited into school to discuss any changes or concerns you have.

### **How does the school know if my child needs extra support and what should I do if I think my child may have special educational needs?**

The school has a SEND policy which is available on the website.

We monitor the progress of our pupils in all areas of the curriculum. Our teachers and school staff are encouraged to raise concerns with the SENCo in the first instance. The teachers are trained to look for various indicators:

- Lower than expected attainment or progress
- Changes to previous rates of progress
- The gap between their attainment and that of their peers widening
- Poor or falling attendance
- Behaviour that is affecting learning and getting on with others (the behaviour may indicate an emotional, social or health difficulty)
- Diagnoses of behavioural, emotional, social or health problems or differences

Parents and carers are encouraged to speak to the pastoral managers or contact the SENCo in school. The SENCo at The International School is Mrs Theresa Mills who can be contacted by phone on 0121 566 6400 or by email [T.Mills@tilecrossacademy.com](mailto:T.Mills@tilecrossacademy.com)

## **What will happen after my child has been identified as having Special Educational Needs?**

Since the start of the updated Code of Practice 2015 all schools must take a **GRADUATED APPROACH TO SEND SUPPORT**. What this means is that your child's progress and the support they receive will be reviewed at 3 or 4 month intervals and the plan adjusted to better meet the SEND if necessary. This is the "Assess→Plan→Do→Review" cycle.

It is the teachers' responsibility to ensure that all children experience differentiated high-quality teaching. The school monitors teaching and staff are given strategies that can support all pupils including those who may have SEND with their learning.

A support plan is produced and the pupil is supported in accordance with their SEND. If a child enters the school with SEND already identified the he/she will be entered on our SEND register immediately unless there is some doubt as to their SEND; if that is the case they will be assessed.

The SENCo is responsible for monitoring reviewing and updating these support plans and will be present at review meetings (both individual reviews and whole year reviews).

The provision will be adjusted according to the progress towards targets that are set. If progress is much less than expected then outside agencies will be consulted.

## **Accessibility**

If your child has a physical disability in accordance to the Equality Act 2010 we will complete accessibility to the curriculum audit. It is essential that all children regardless of their different challenges have the same access to all curriculum activities. We work closely with many outside agencies such as:

The sensory support team  
The Mobility Team  
Hospital key workers

A meeting with the relevant health professional helps identify any areas that the schools may need to review or any adaptations that need to be made. This includes within the classroom

too and the material used. Medical Care plans are then written and shared with relevant staff members. Advice from health professions shape the reasonable adjustments we then put in place. Some of these include lift passes for classrooms on higher floors, rooming of lessons and amended timetables.

## **How will my child be monitored to ensure that progress is made?**

Many of the pupils with SEND may have experienced difficulties for some years, so it is really important that accurate baseline test are completed in order to pitch intervention at the right level. Different ways we monitor progress include:

- The Birmingham A2E Language and Literacy Audit Continuum (indicating small steps in progressing with literacy skills)
- The National Curriculum skills allowing comparison with individual's previous performance as well as comparison with peers.
- Exam and test results, allowing comparison with individual's previous performance and comparison with peers.
- Reading/ spelling assessment results allowing comparison with individual's previous performance and comparison with peers.
- Criteria set alongside targets.
- Lexia reading assessment (personalised learning assessment)

## **How will the school prepare and support my child/to join the school/transfer to a new setting or the next stage of education?**

At The International School we have a thorough Yr6 transition schedule. During the summer term the SENCo, the SLT lead for SEND and the relevant Pastoral Manager will make visits to the feeder schools. This is a great opportunity to talk to teachers that have been working with your child for a significant amount of time. This allows for valuable information about what works well to be shared. Your child will also have an opportunity to visit the school on an open day. During this time the SENCo is available and will try and meet all children that may have Special Educational Needs.

If your child joins us at a different start date and has diagnosed Special Educational Needs, the SENCo will liaise with the previous school and gather as much information as possible. From this point, alongside the pastoral manager a transition timetable will be put in place. This allows the teaching assistants, SENCo and the pupil to develop a good working

relationship and strategies to be put in place to ensure that whole school teaching is successful.

If your child is ready to move onto college etc. the SENCo will offer guidance to carers and parents to help them make informed choices. There is also a specialist careers team who will help organise applications and work experience.

