



Dame Elizabeth
CADBURY
School
SEND Newsletter
Autumn Term 2018





As the recently appointed Assistant Headteacher for Inclusion at Dame Elizabeth Cadbury School I welcome you to the first SEND Newsletter. As the Inclusion Leader my primary aim is to ensure all students, regardless of circumstance, are happy and safe; have access to an appropriate curriculum; and achieve their true potential. To ensure this, it is imperative that we work as a partnership - parents, carers, students and school - to ensure the best possible educational experience and outcomes for your child.

In order to help you feel fully supported, I aim to keep you informed and updated about the hard work that not only the Inclusion Team here in school provides, but all of the external agencies who are involved in meeting the needs of students. This newsletter is just one way of delivering this information. Lots of material regarding SEND can also be found on the school's website, including the link to the Local Authority's 'Local Offer'.

I hope that you find this first news briefing useful.

Many thanks

Mr Rackham

How do we allocate resources to match the needs of students with SEND?

All teachers are teachers of SEND students and are trained to use High Quality Teaching strategies to ensure needs are met within the classroom

- Effective deployment of Teaching Assistants – Learning Inclusion Leaders
- Small group support at point of need
- Exam access arrangements where applicable and appropriate
- External agency support where applicable and appropriate
- Availability of specialist equipment and resources where applicable and appropriate

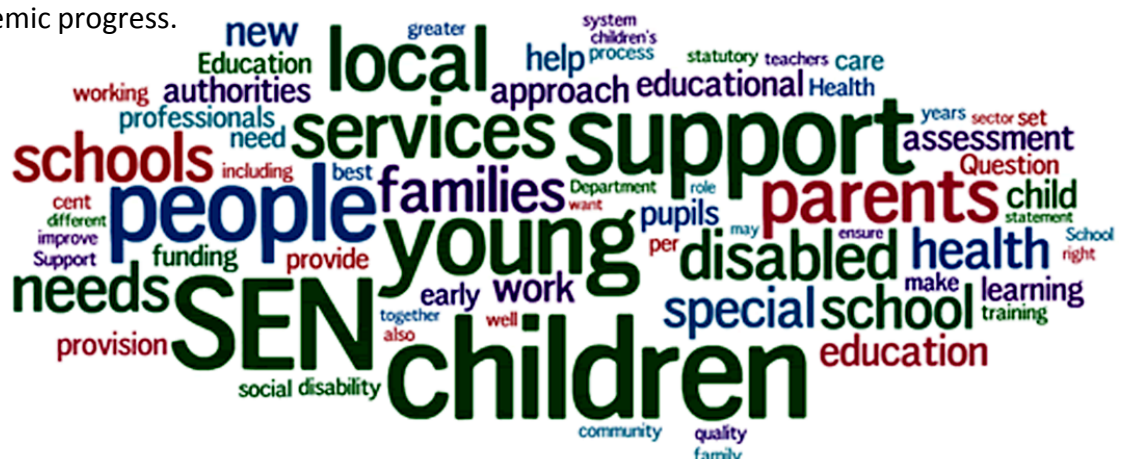
High Quality Teaching

At Dame Elizabeth Cadbury School classroom teachers are committed to providing high quality teaching. Teachers 'scaffold' the work to ensure that the needs of all students are met, whilst also checking on the progress of your child and identifying, planning and delivering any additional help your child may need. Teachers use strategies that work to remove barriers to learning by differentiating appropriately and using approaches which enable all students to be taught effectively. Teachers constantly assess and review the progress of all students, and regularly share this information with parents and carers throughout the year.

Intervention Programmes

When a student is identified as requiring additional support, they might be invited to engage in one or more of the following:

- Lexia: The Lexia programme focuses on foundational reading skills, with a more mature, age-appropriate interface and a range of content that covers basic phonological awareness through to advanced decoding skills, vocabulary development, and comprehension activities.
- Catch-Up Numeracy and Catch-Up Literacy: Each of these interventions involve students participating in 2 x 15 minute 1-to-1 session/s per week. It requires an in-depth assessment to begin with so that any gaps in the pupil's knowledge are identified. Pupils have reported enjoyment in the programme because it's short and they can see the progress they are making; and also report gaining confidence in their numeracy and literacy skills.
- Believe Centre: The Believe Centre is part of our school's offer of early help and intervention within our behaviour and support framework. During this intervention, it may be that a specific area of need is identified - in such cases signposting to appropriate outside agencies or the SENCO's input is initiated. For some students, time in the Believe Centre provides 1-to-1 nurturing and support. Here, students develop strategies of support so that they are able to overcome issues that are impacting them emotionally. The Believe Centre has a positive impact on attendance, behaviour and academic progress.



What the support looks like with a teenager, and what to do to grow independence

- Listen to your child and spend time with them finding out what they do at school
- Share any concerns they may have with us
- Check their homework regularly via their planner and ensure they are using it too.
- Visit the school website
- Encourage your child to attend any additional support clubs (e.g. for homework/ revision)
- Encourage your child to engage in extra-curricular activities
- Read any reports sent home and support them in meeting their targets
- Attend all meetings such as open evenings, parents' evenings and review meetings
- Contribute your views to your child's Pupil Profile that is available to all staff
- Use a colour coded timetable

How Your Child can Help?

- It's important that your child takes responsibility for their learning and makes the most of the High Quality Teaching and any other learning opportunities offered
- They must keep on top of their learning inside and outside of the classroom
- They should be involved in creating their pupil profile and voicing their honest opinion about what helps them learn, through student voice and participation
- They must undertake any relevant assessments that will inform the provision offered
- They should consider their options carefully when choosing subjects suitable which are suitable for them

Attendance

- Full attendance is key to your child's success. Absence disrupts the education of not only your child, but the whole class. As you are probably aware, a child who does not attend regularly:
 - Does not achieve well in exams
 - Finds it difficult to maintain friendships
 - Misses out on opportunities, not only in school, but in further education and the world of work
- Being at school with support from staff and peers provides children with stability. The routine of school offers a safe and familiar background. Please, therefore, encourage your child to attend school every day. **Again, we would like to thank those parents who make sure their child is attending school regularly and are therefore benefiting fully from their educational opportunity.**



How does your child compare?

Attendance

| Attendance during one school year | Number of days absent | Number of weeks absence | Number of lessons missed in the school year |
|-----------------------------------|-----------------------|-------------------------|---|
| 95% | 9 | 2 | 50 |
| 90% | 19 | 4 | 100 |
| 85% | 29 | 6 | 150 |
| 80% | 38 | 8 | 200 |
| 75% | 48 | 10 | 250 |
| 70% | 57 | 11.5 | 290 |

Homework Expectations

During the last academic year, we have been busy trialling a new approach to homework in school which focuses on supporting long-term memory through retrieval practice - we call this self-quizzing. There's lots of educational research on how re-calling information from memory actually helps us to improve our memory over time, and our trials last year in school echoed this finding. We found that groups and individual pupils' significantly improved their progress in end of unit tests, as their revision became more effective and long-term memory improved. We also had positive feedback from our parent forum on this approach as it focuses on preparing pupils for their learning and supporting independent study habits from a young age.

- **No pupil should be expected to complete more than 70 minutes homework per evening, and no pupil should be expected to hand work in the following day** - pupils will always have at least 2 days to complete work set.
- **At Dame Elizabeth Cadbury, subjects will set self-quizzing on a weekly basis as a minimum requirement.**
- Faculties may also wish to set additional tasks such as research, reading, and exam practice to support the students within their curriculum.
- **Self-quizzing is the process through which the pupil revises and practices retrieval. This can be done independently, at home.**



Teachers will check that homework is complete to the correct standard on a weekly basis - which will be rewarded, and special recognition given to those who have made an outstanding effort. Whilst teachers aren't required to mark each piece of homework, if asked to answer a question, the correct answers are shared with the pupils.

High standards of homework are expected, and teachers will hold pupils to account for not completing work, or not completing to the correct standard.

- **Year 7 pupils:** 40 minutes per evening (e.g. 2 x 20 minute pieces)
- **Year 8 pupils:** 50 minutes per evening (e.g. 2 x 25 minute pieces)
- **Year 9 pupils:** 50-60 minutes per evening (e.g. 3 x 20 minute pieces)
- **Year 10 pupils:** 60-70 minutes per evening (e.g. 2 x 30-35 minute pieces)
- **Year 11 pupils:** 60-70 minutes per evening (e.g. 2 x 30-35 minute pieces)
- **Year 12 and 13 pupils:** 70 minutes per evening (minimum of 4 hours per subject, per week; accounting for study time during the timetable.)

Please find DEC's Homework Timetable on the school's website

Homework Club is open every:

Tuesday:

Wednesday (new day)

and Thursday

after school in Room 32 and 33



School Website

Please visit the school's website to find all the latest information and news related to SEND and whole-school.

The link to Birmingham's local authority's SEND local offer can be found on the website. It is also published at: <https://www.birmingham.gov.uk/localoffer>

School Website

• SEND Report & Birmingham's Local Offer



Meet the Inclusion Team

My Interests

Reading, walking my dog and going to the ballet and opera.

How I work best for the students at DEC

I have a good understanding of psychological theories, this helps me to understand the needs and behaviours of individual students. As part of my role I support student social workers on placement here at DECS. The students are encouraged to develop their understanding and awareness of special educational needs.

My teaching & learning specialism

I am a HCPC registered social worker, with personal experience of Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder. This gives me a greater understanding of the conditions the students are diagnosed with, as well as affording me greater insight into their lived experiences.

My philosophy for Inclusion

I believe that all students should be able to fully participate in school life, regardless of circumstance. As an Inclusion Team we are here to support young people to overcome any barriers to their learning.

Amy Morris

Social worker



My Interests

Going to the theatre, dancing, walking, cycling, going to the gym and socialising with friends.

How I work best for the students at DEC Becoming familiar with students that I work with and building a good rapport with them, whether within the classroom or on a 1:1 basis. Taking guidance from the classroom teacher as to who needs support at that particular time.

My teaching & learning specialism

Maths / Numeracy. As I am qualified in Catch-Up Numeracy, I support students as part of a structured one-to-one intervention for those who find numeracy difficult.

My philosophy for Inclusion

Students feel safe and know that they can trust staff. Students to be given every possible opportunity to achieve and to be the best that they can be.

Mrs Loudon



My Interests

I love going for long walks with my two border collies. It's important for me to spend quality time with my family. I enjoy gardening and cooking.

How I work best for the students at DEC

I provide support for pupils who have difficulties which impact on their emotional and mental wellbeing as well as their self esteem. I support pupils on a 1:1 basis as well as implementing small group intervention sessions.

My specialism

Mental wellbeing – managing the 'Believe Centre' so that we are able to provide appropriate support for students as required.

My philosophy for Inclusion

My aim is to develop our pupils so that they gain self-confidence, belief and self-worth. I like to support students in developing resilience, so that they are prepared for the demands of life.

Mrs Buck



My Interests

Travel, cinema, walking and visiting National Trust properties.

How I work best for the students at DEC

I work in partnership with class teachers so that I can support students in the most effective way. I also deliver 1-2-1 Catch-Up Literacy interventions to Year 7 students.

My teaching & learning specialism

SEN all areas. Literacy, Modern Foreign Languages and Humanities.

My philosophy for Inclusion

All students should feel safe and happy. They should all have equal opportunities to access the curriculum. Every student should be able to fulfil their potential.

Ms Butler



My Interests

Languages (my native language is German, and I also speak English, French, Polish and Swedish ...now you know it!) and travelling, reading, swimming and cycling.

How I work best for the students at DEC

Learning to speak a language is like learning to swim. You need support at first and no-one should throw you in at the deep end – as a teacher I need to make sure that the support and models are there to help. However, you'll only learn swimming if you are in the water, and slowly but surely the support can and should be removed – and see, you'll be able to do it!

My teaching & learning specialism

Teaching Modern Foreign Languages (German and French) and coordinating English as an Additional Language.

My philosophy for Inclusion

All students should be able to access all learning taking place AND they should be able to make friends and be happy! Being able to communicate is key for success as well as happiness.

Mrs Stait



My Interests

Netball, Family life, I would like to learn sign language

How I work best for the students at DEC

Working with SEN students. I work well with students on a 1-to-1 basis to help and support them both in and out of the classroom with a kind and caring manner - with the aim of reintegrating students back into class. Working alongside teachers to ensure students get the best education possible and encourage them to work to the best of their abilities.

My teaching & learning specialism

Identifying children that are struggling with school life and supporting them to 'make them feel safe' (as quoted by a student), also providing a place where pupils can come to when they need support and guidance.

My philosophy for Inclusion

For students to feel safe and know that we care. For our students to achieve their full potential and be proud of who they are. Staying positive even when things get tough.

Mrs Cumberpatch





Communication and Autism



Access to
Education

Parents E-safety Coffee Morning

Will be held on:

Friday 23rd November 2018

at

Rowheath Pavilion,
Heath Rd,
Bournville,
Birmingham,
B30 1HH

Topics included will be:

- E-safety basics
- Social media websites and apps
- Online gaming and YouTube
- Mental health and wellbeing
- What to do if you have concerns
- Signposting for further support

To book a FREE place, please contact:

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Communication and Autism Team,
Jon.Lighting@birmingham.gov.uk
0121 303 1792



Birmingham City Council



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