



Special Educational Needs & Disability (SEND) Policy

Implementation date:		February 2021	
Last review date:		February 2021	
Next Review date:		September 2022	
Statutory Policy:		Yes	
Date	Version	Reason for change	Source
18.01.21	V1	Statutory changes Reviewed	R Beards

To be read alongside all relevant Matrix Academy Trust policies and procedures

1. Definition of Special Educational Needs

1.1 The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014.

1.2 Special Educational Needs (SEN) definition from SEN Code of Practice p15:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEN Code of Practice 2014, para xii)

1.3 This policy outlines Matrix Academy Trust's expectations for the provision of special educational needs and disability in our academies. It is a statutory requirement that each academy outlines their personalised Special Education Needs and Disability graduated response in their SEND information report (local offer) to accompany this policy. This will be published on the Trust school's website.

Note: Pupils whose language or form of language at their home is different from the language in which they will be taught, are not be regarded as having a learning difficulty solely because of this. Other factors must be evident.

2. Aims

2.1 Our aim is to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

3. Objectives

3.1 All of our pupils have an entitlement to receive high quality teaching that is differentiated and personalised so that all pupils make good progress and realise their full potential.

3.2 Each of our academies will offer a rich and varied curriculum that will be accessible to all abilities and needs.

3.3 Matrix Academy Trust schools will work in partnership with parents, carers and children and young people in developing those abilities and meeting the needs.

3.4 To identify pupils with a special educational need or disability as early as possible and ensure their needs are met.

3.5 To make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training.

3.6 Reasonable adjustments will be made to support any pupil with a protected characteristic so as they are able to realise their full potential.

3.7 At Matrix Academy Trust we recognise that there is a wide spectrum of special

educational needs that are frequently inter-related. The impact of these combinations on the child's ability to function, learn and succeed is taken into account.

3.8 These areas of need identified in the SEN Code of Practice (2014) are:

- communication and interaction
- cognitive and learning
- social, emotional and mental health
- sensory and/or physical

3.9 Whilst these areas of need and many other factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

4. Roles and responsibilities

4.1 Governors will:

- Support and challenge provision and impact of provision for SEND pupils;
- Have regard for the Code of Practice in all decisions
- Agree each school's local offer for pupils with special educational needs and disabilities (to be published on each school website) see an example in Appendix 1.
- Monitor performance of pupils with special educational needs or a disability
- Have in place arrangements for dealing with complaints from parents
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability.

4.2 Leadership will:

- Ensure a consistent whole school approach to SEND
- Appoint the person responsible for the pupils with special educational needs (SENDCo), who must be a teacher and, ensure the SENDCo has sufficient time to carry out the strategic role
- Ensure high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people
- Ensure SEND pupils are able to access the same broad and balanced curriculum as all other pupils.
- Monitor the quality of teaching, impact of interventions and standards of pupils' achievements;
- Present an annual SEND report to Governors.

4.3 The SENDCo will:

4.3.1 The SEND Coordinator (SENDCo), in collaboration with the Head Teacher and Governing Body, play a key role in helping to determine the strategic development of the Learning Support policy and provision in the school to raise the achievement of pupils with SEND. The key responsibilities of the SENDCo may include:

- Liaise with feeder primary schools
- Ensure parents, carers and young people are fully involved in the decision making process about their child's education
- Coordinate provision for pupils with special educational needs
- Review and monitor all pupils with SEND informing staff and parents of any actions resulting from the review cycle.

- Complete annual reviews for pupils with Education, Health and Care Plans.
- Liaise with external agencies including the Local Authority, educational psychology services, CAMHs and Speech and Language.
- Complete audits and as a result of these, complete applications of and for, extra provision
- Communicate with teachers via the SEND register the needs of a pupil and how to support their progress
- Ensure SEND pupils participate in a full range of activities in school and in addition to the curriculum
- Agree the appropriate access arrangements for pupils with learning difficulties and SEND to allow them to access external examinations
- Contribute to the continued professional development of staff
- Oversee the day-to-day operation of the SEND department, the maintaining of records on all pupils with special educational needs and manage the Learning Support team
- Write development plans in collaboration and consultation with the department and whole school targets
- Attend and participate in Trust-wide events to ensure consistent approach and up-to-date knowledge.
- Ensure that the needs of pupils with Special Educational Needs are met when the school is unable to open e.g. National Lockdown

4.4 Assistant SENDCo (if the position is present in the Trust school)

4.4.1 Support and monitor of the effectiveness of the review process under the guidance of the SENDCo.

- Provide guidance to employees on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Work with the SENDCO and other employees to ensure that review paperwork such as Individual Education Plans or Pupil Profiles are used to set subject-specific targets and interventions to aid pupil progress.
- Deliver training to employees to promote inclusive practices and to aid the effective teaching of SEND students.
- Support the SENDCO in managing the implementation of an inclusive curriculum, including courses for pupils with Special Educational Needs.
- Establish and maintain professional relationships within the school, with other schools, other services or agencies, parents and pupils.
- Chair SEND reviews for pupils under the guidance of the SENDCo.
- Monitor the impact of interventions outside the classroom.

4.5 Learning Support Assistants

- Provide specialist support for pupils with Education, Health and Care Plans and working across the curriculum to support targeted individuals as directed by the SENDCo.
- Operate interventions outside of lessons to support pupils with literacy, numeracy, communication and interaction, social skills, emotional and physical challenges to ensure the development of the whole child.
- Work one to one with individual pupils as directed by the SENDCo.
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5. SEND register

5.1 A register will be maintained in all schools of any pupils with Special Educational Needs and Disabilities. An example of how this register may be maintained in a Matrix Academy Trust school is shown in Appendix 1.

6. Graduated response

6.1 Matrix Academy Trust schools will adopt a graduated response to meeting special educational needs according to their individual Local Offer. An example of this from one of the schools in the Trust is in Appendix 2.

6.2 As part of the Graduated Response, pupils with an EHCP and pupils that require additional support will have regular reviews that may involve all interested parties. This will be followed up with the completion of a review document' one example of which is in Appendix 3. This document will set specific measurable targets for pupils to achieve that will support their progress in all aspects of school life.

6.3 These targets will be shared with staff along with the strategies that need to be employed for pupils to be supported to move towards successfully completing their targets.

7. School Request for an Education, Health and Care (EHC) Plan

7.1 For a few pupils, the help given by schools through the Local Offer may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate an Education, Health and Care assessment.

7.2 Where a request for an assessment is made to the Local Authority, the pupil will have demonstrated significant cause for concern. The local authority **must** decide whether or not to proceed with an EHC needs assessment, and **must** inform the child's parent or the young person of their decision within a maximum of six weeks from receiving a request. (Code of Practice 9.17)

8. Disability and Inclusion

8.1 According to the Disability and Inclusion legislation, the Disability Discrimination Act, and Working Together to Safeguard Children, the school will do its best to meet requests for reasonable adjustments for pupils with Special Educational Needs and Disabilities given the age and construction of the school.

9. Adjustments in Exams for candidates with disabilities and learning difficulties

9.1 It is the responsibility of the SENDCo to ensure that pupils with disabilities and learning difficulties have appropriate access arrangements for exams.

9.2 This is determined using the JCQ document "Access Arrangements and Reasonable Adjustments" www.jcq.org.uk at to decide whether a pupil is eligible for special arrangements or reasonable adjustments in any qualifications that the publication lists including GCSE, BTEC and GCE qualifications.

9.3 A pupil will be considered for access arrangements if they have a history of learning difficulties and if the arrangement has been their normal way of working in the school.

Appendix 1

Special Educational Needs and Disability register

Pupils on the register will be assigned a “Wave” according to the guidance below.

Wave 3 pupils will have been assessed awarded an Education, Health and Care Plan which will be reviewed annually. This will be very specific about the needs of the pupil and the strategies that will have to be employed to support the pupil and will be funded by the Local Authority.

Wave 2 pupils will be pupils with Special Educational Needs and Disabilities that are displaying one or more of the following:

- Making little or no progress even when teaching approaches are targeted particularly to a pupil’s identified area of weakness
- Showing signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presenting persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school
- having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- having communication and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- having obvious working memory problems
- having interventions from external agencies such as CAMHS or Speech and Language.

Wave 1 pupils will be pupils with Special Educational Needs and Disabilities that are making the expected progress according to their starting points.

Schools – our arrangements for	Provision at Dame Elizabeth Cadbury
<p>Overview</p>	<p>Provision for students with SEND is a matter for the whole school. In line with the Revised Code of Practice (2015), Dame Elizabeth Cadbury will:</p> <ul style="list-style-type: none"> • Follow the guidelines laid down in the SEND Code of Practice: 0-25 years in accordance with the Department of Education/Department of Health statutory guidance regarding special education needs and disability (June 2014) • Liaise closely with partner primary schools so that we are aware of pupil need at entry and can plan appropriate support • Promote an inclusive ethos which ensures that all students feel valued and that the needs of all students are met • Ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum • Provide for the individual needs of all students with SEND and support their participation in mainstream education in order to maximise their achievement and progress • Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed and evaluated • Take the views and wishes of the young person with SEND into account • Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their child’s progress and development • Care for everyone equally and provide a secure, happy and yet demanding and stimulating environment, both inside and outside the classroom. • Prepare students to become responsible citizens, able to take advantage of the opportunities of adult life, and respectful of the values and cultures of others • Make appropriate arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood • Consultation with parents / carers about this report is, for instance, planned via calendared SEND Coffee Mornings throughout the academic year <p>As young people prepare for adulthood, outcomes should reflect their ambition which could include higher education, employment, independent living and participation in society. We have a dedicated Careers Advisor who works with students at school to provide appropriate Careers Education, Information, Advice and Guidance (CEIAG).</p>
<p>Teaching and learning</p>	<ul style="list-style-type: none"> • We ensure that all teaching staff are aware of the needs of pupils on the Special Educational Needs Register and will make appropriate provision • Our dedicated, skilled and caring staff have high expectations of learning and behaviour for all our students and expect <u>all</u> to achieve • Students of all abilities are supported within lessons to reach their potential and access and understand what is being taught in lessons

	<ul style="list-style-type: none"> • Teachers and Learning Inclusion Leaders (teaching assistants) receive training on how to best support our students' needs • In many lessons students are grouped according to prior attainment - this means that our students can receive focused teaching and learning strategies according to their level of knowledge, skills and understanding. Some areas of the curriculum are taught in mixed ability groupings • We promote independent learning within our classrooms, so some students may be provided with smaller steps to achieve their objectives • If we identify that our students need extra, specialist support to catch up in literacy and numeracy, there are various intervention programmes that will support them to make progress. These may include smaller group sessions, focused teaching, use of specialist intervention techniques and programmes or support from a Learning Inclusion Leader • At Dame Elizabeth Cadbury, we provide staff with Continual Professional Development, which allows them to develop as expert teachers. We are committed to a culture of improvement. A key area of focus for 2020-21 is enhancing teachers knowledge and understanding of specific SEND needs, and how to cater for these pupils; adapting practice to suit pupils needs at all times, accelerating progress of pupils with SEND needs; and identifying possible undiagnosed needs, and referring for appropriate support
<p>Assessing learning and wellbeing</p>	<p>Assessments and Reports:</p> <ul style="list-style-type: none"> • In addition to on-going assessment in lessons, students are formatively assessed regularly and summatively assessed, termly • Summative and formative assessments help us check the progress they are making and decide if they need any extra intervention to help them catch up • Students will also receive focussed support from teachers in lessons according to the on-going assessment for learning that takes place in every lesson • This assessment information is sent home to parents regularly, along with data on behaviour, attendance and punctuality, so they will be able to monitor their child's progress in school <p>BROMCOM data:</p> <ul style="list-style-type: none"> • BROMCOM is our reward and behaviour system. • We use BROMCOM to monitor students' behaviour and attendance in lessons • Students get marked in each lesson and can earn extra points for effort, contributions and/ or consistently outstanding behaviour for learning <p>Form time:</p> <ul style="list-style-type: none"> • During form time, data from our BROMCOM system is shared with students so they understand how they are progressing in different areas of school • Time is taken to get to know students and help them set targets based on their learning and well-being <p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review.</p>

	<p>In order for the Inclusion Team to carry out a clear analysis of a pupil's needs, they will often request additional evidence from the class or subject teacher. Information gathered will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • Their previous progress, attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, if relevant <p>The assessment will be reviewed regularly</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>
<p>Access to the curriculum</p>	<p>Curriculum Overview</p> <p>We aim to provide a broad, rich, and knowledge-based curriculum, which meets the needs of all our pupils. We have carefully thought through the body of knowledge that we want to give our pupils, so our young people leave us with the knowledge, understanding and skills to be successful adults. Furthermore, our curriculum facilitates successful access to appropriate progression into our own sixth form, or employment or training. We offer an ample and exciting curriculum for our post-16 learners. From traditional academic courses to the more vocational, our pupils can keep learning and growing their knowledge here at Dame Elizabeth Cadbury, from Year 7 through to Year 13.</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • This means that the way in which students are taught is adapted by teachers to enable all students to access learning that is as challenging as that experienced by their peers, but delivered in a way which enables them to access the curriculum. Teachers use Mini-RAPs, which provide a range of specific data driven strategies that operate in addition to the normal provision within the classroom. • Students are set into groups using different measures including KS2 tests and baseline data. <p>LIL support:</p> <ul style="list-style-type: none"> • Learning Inclusion Leaders (LILs) are teaching assistants. They support underachieving students with specific help around reading, processing and understanding of information <p>To support pupils with additional needs, a range of interventions are provided, including:</p>

	<p>Homework Club Homework club provides a place for those with SEND to work in a supportive environment out of school hours, improving independent learning skills. Any pupil who would benefit from further support with homework is encouraged to attend.</p> <p>IDL – International Dyslexia Learning The Inclusion Team delivers an effective Maths intervention. IDL Numeracy is a maths software resource that helps to improve ability for low-attaining learners in mathematics. IDL is a computer-based programme that is tailored to each individual pupil. It runs adjacent to the Maths curriculum and covers seven mathematical principles: Bonds, Counting, Sequencing, Patterns, Number Value, Place Value and Arithmetic. Identified students attend the 20-minute IDL intervention during form time registration.</p> <p>CatchUp Literacy CatchUp Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. CatchUp Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age.</p> <p>LEXIA Power-Up Programme Lexia’s latest technology-led program is designed to enhance English Language instruction and drive the academic success of secondary-age students. This highly engaging online solution offers personalised instruction in the following areas: Word Study, Grammar and Comprehension. Identified students attend the 20-minute Lexia intervention during form time registration. Lexia motivates and challenges students in an engaging, personalised on-line environment.</p> <p>Bedrock Learning Bedrock Vocabulary is an online curriculum, supporting pupils to grasp the academic words they need to succeed in school and beyond. During the Autumn Term 2020, pupils at Dame Elizabeth Cadbury will start using Bedrock as part of an independent home learning strategy.</p> <p>Learning Coach For the academic year 2020-21, a Learning Coach has been employed to work specifically with underachieving pupils on an individual and small group basis to bolster literacy and numeracy.</p>
<p>How we arrange for specialist expertise in school</p>	<p>If we identify that additional support is required for a child in school, referrals are made to the SENCO – Mr Rackham. This would be for support needed above that provided in lessons by teachers differentiating the material for students to access.</p> <p>If the support needed was of a pastoral nature (behaviour or emotional/social/mental wellbeing) this would be referred to the student's Head of House – see pastoral support. Support for improving emotional and social development is also provided through extra pastoral support arrangements. This includes listening to the views of children and young</p>

	<p>people with SEND. Measures are in place to prevent bullying, such as Anti-Bullying Reps and Head of House intervention. The Believe Centre is part of our school's offer of early help and intervention within our behaviour and SEND support framework. Where appropriate, time in the Believe Centre provides a 1 to 1 nurturing support mechanism for identified SEND students, supporting them to overcome specific issues that are impacting their emotional wellbeing, attendance and / or behaviour.</p>
<p>How we arrange for specialist expertise from outside school</p>	<p>If in school support and expertise is not specialised enough to support a student's needs, the SENCO or Pastoral Team may make a referral to the appropriate outside agency – see partnership links.</p>
<p>How we work in partnership with people who 'support' us and our pupils</p>	<p>Partnership links</p> <p>At Dame Elizabeth Cadbury School, we have many outside agencies that we work alongside to provide the best support for our pupils, staff and parents.</p> <p>The services and agencies may be accessed if in-school support is not specialised enough to meet the needs of our students. We therefore seek advice and support from outside agencies when necessary.</p> <p>If deemed as being required, the services will be accessed with parental consent. This ensures that we have the expertise to assess for, and ability to support, a wide-range of identified needs.</p> <p>Educational Psychologist (EP): The Educational Psychology Service provides professional psychological services for children, young people and families in a wide range of educational and community settings. Our EP is Claire Jarvis</p> <p>Pupil and School Support Services (PSS): PSS provides support to school in promoting inclusion and raising achievement with a particular focus on children and young people with cognitive and learning difficulties. They work with school to identify strategies to help students progress and achieve to the best of their potential. Our PSS worker is Erica Hewetson</p> <p>CAT (Communication and Autism Team): CAT provide support and advice to students and parents of students with Autistic Spectrum (AS); they also train staff in school to allow us to reach more pupils. Our CAT worker is Anne Seymour</p> <p>FTB (Forward Thinking Birmingham): FTB provide assessment and treatment of mental health issues to support young people and their families to understand their difficulties and to reduce the impact of their difficulties in their everyday lives.</p> <p>Family Support Worker: Some families will need additional support and through referrals to CASS and may be offered a family support worker to help them with the complex needs of their family.</p> <p>Social Services:</p>

	<p>Dame Elizabeth Cadbury works closely with Birmingham City Council's Children's Advice and Support Service (CASS).</p> <p>Social Workers: Dame Elizabeth Cadbury is privileged to have its own on-site school Social Worker. Additionally, the school works closely with local universities to assist student social workers during their school-based placement. The school's DSL and in-school Social Worker support student Social Workers.</p> <p>SWEET project: This is linked to CASS and links students who fall outside of social service criteria, but still need intensive support for social and emotional needs.</p> <p>Think Family: At Dame Elizabeth Cadbury, we work with Think Family to secure better outcomes for children, young people and families with additional needs by coordinating the support they receive from children's, young people's, adults' and family services.</p> <p>YOT (Youth Offending Team): YOT works with school to help promote a sense of community and duty of care. The team will work whole school as well as with individuals and groups of students as needed.</p>
<p>Pastoral support</p>	<p>House Structure:</p> <ul style="list-style-type: none"> • Within school, pupils are part of a form group. The form groups meet daily. • The form tutors are the first port of call for students who need support in school for social or emotional issues. • The consistency of meeting daily allows students to build a strong relationship with their form tutor and peers. • The form groups belong to one of Four Houses: Durham, Exeter Warwick and York – each equipped to support those with additional needs. • Each House has a Head of House who is a senior teacher within school: <ul style="list-style-type: none"> Head of House Durham – Mr James Head of House Exeter – Mr Hanson Head of House Warwick – Mr Joss Head of House York – Mrs Greene <p>The Heads of House oversee all pastoral needs within their House, working closely with the SENCO and Inclusion Team.</p> <p>Social Interaction Group</p> <p>The Social Interaction Group (SIG) intervention strategy is an in-house support programme. The primary purpose of SIG intervention is to support specific pupils who have difficulty dealing with the many social aspects of life, aimed at breaking down barriers. It is a discussion based programme that takes place for 6 weeks in small groups of up to 6 pupils. A referral system ensures accurate identification of pupils.</p>

<p>Equipment provided by schools</p>	<p>Coloured overlays: These are used to support a range of pupils, for example those with Irlen syndrome or for some dyslexic learners where this has been identified as helpful. In addition, students' work and resources may also be printed on a particular coloured paper if it is of benefit to the pupil. We issue coloured exercise books where appropriate.</p> <p>Laptops: If a student has been assessed as needing a laptop to support writing, then this may be provided by school – funding dependent – for students to use within school for a short term solution or longer term if deemed necessary.</p> <p>Dyslexic friendly dictionaries: These will be provided to students who struggle with spellings due to processing difficulties.</p> <p>Reader Pens: The pen reader is a portable, pocket-sized device that reads out text aloud for those with reading difficulties and / or dyslexia. These can be issued to students who have formal Access Arrangements that permit them to have a reader in examinations.</p> <p>Other resources: Teachers use a wide range of strategies and resources to support pupils in the classroom. These include word banks; pre-printed glossaries; graphic organisers; structure strips; and writing frames.</p>
<p>Arrangements to promote 'access'</p>	<p>We have an accessible toilet on the ground floor.</p> <p>Teachers differentiate their teaching to ensure that students of different prior attainment levels can access and understand the work.</p> <p>Access arrangements are in place for internal and external exams based on a pupil's normal way of working. In Year 9 this is assessed formally to allow us to meet exam board regulations. If the pupil meets the criteria for official access arrangements these are submitted to the exam board and may be used in all external exams.</p>
<p>More intensive engagement with parents and carers</p>	<p>We work closely with parents / carers to continually develop the home-school partnership.</p> <p>SEND Coffee Mornings: These provide a platform for the Inclusion Team to keep parents and carers up-to-date with school, local and national information. These events often include external professionals.</p> <p>SEND Newsletter: A newsletter, specifically focusing on SEND, is produced for pupils, parents and carers.</p> <p>Reviewing EHCPs: All pupils who have an Education Health Care Plan (EHCP) will receive an annual review. Parents/Carers and students will be invited to these, alongside other key professionals who have been involved with the pupil's care. The review focusses on the pupil's progress towards achieving the outcomes specified in the EHCP, and whether the outcomes remain</p>

	<p>appropriate. Reviews are undertaken in partnership with the pupil and their parents / carers, and take into account their views, wishes and feelings.</p> <p>All students who are on the SEND register and in receipt of additional support and intervention have a Pupil Profile. The Pupil Profile is reviewed in partnership with the school, student and parents / carers.</p> <p>Learning Inclusion Team (LIT) and SENCO feedback: Students that receive group intervention from the LIT or SENCO will receive regular contact to discuss progress and support.</p>
<p>Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN</p>	<p>We maintain an up-to-date register of Special Educational Needs via provision mapping, which contains information on student needs and appropriate support and strategies.</p> <p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> • Reviewing pupils’ individual progress towards their goals • Reviewing the impact of interventions • Using pupil questionnaires • Monitoring by the SENCO • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans <p>Their Form Tutor, Faculty Leaders, Head of House and subject teachers will monitor all students’ progress closely. Mr Rackham, as SENCO, will also monitor all students with SEND closely and implement effective support and appropriate intervention as required.</p> <p>Complaints about SEND provision in our school should be raised initially with the relevant Head of House, then SENCO, followed by the Headteacher if a resolution has not been reached. The majority of issues raised by parents, pupils or the community are concerns rather than complaints. The school is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. The prime aim of the school’s policy is to resolve the complaint as fairly and speedily as possible. The following details outline the stages that can be used to resolve complaints.</p> <p>This Complaints Policy has three main stages: Stage 1 A concern is raised with a Head of House, member of Leadership (SENCO) / Headteacher. Stage 2 Formal complaint is heard by Chair of Governors. Stage 3 Complaint is heard by Complaints Appeal Panel. The school’s Complaints Policy can be found on the main school website: https://www.decschool.co.uk/wp-content/uploads/2020/05/Matrix-Complaints-Policy-May-2020.pdf</p>
<p>The local authority local offer</p>	<p>Our local authority’s local offer is published here: https://www.birmingham.gov.uk/localoffer</p> <p>The ‘Bubbles diagram’ below sets out the Local Authority’s commitment to: Teaching and Learning, Open and Honest Communication, A Partnership Approach:</p>



PUPIL PROFILE

Name: Pupil a

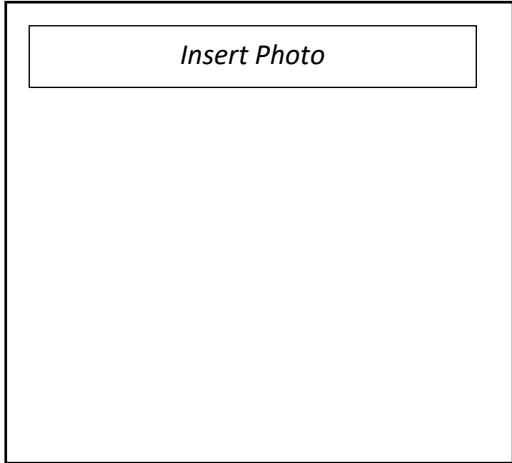
Reading data: 100 **Reading age:** 16.5

SEND Needs: SEMH & ASD

EHCP: Y

External Agency Involvement: EP & FTB

Last updated: 2/1/2021



EHCP Section F:

Time out when I am getting frustrated, visual prompt cards, and task cards for instructions. Support with reading- don't ask to read aloud. Support with social interaction- model positive interaction, do not reprimand social skills in public, explain situations calmly if Pupil A makes a mistake e.g. why they should not answer back.

Pupil Voice:

What works well for me: Praise, chunked tasks, clear expectations, calm environment

Things I find difficult: Being accused of something, feeling rushed, being asked to read aloud in front of others.

Key de-escalation strategies:

1-1 check in, calm and assertive, de-escalate challenges, use time out card, reprimand privately whenever possible, smile, avoid raising voice, be aware of personal space.

Key teaching and learning strategies:

Visual support with instructions, chunk tasks, additional scaffolds to get started. Step-by-step instructions. De-code key vocabulary, highlight information. Target questions 1-1.