

# Dame Elizabeth Cadbury School

## Special Educational Needs and Disability (SEND) Information Report

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:

- 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

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).

### **Teaching and learning:**

- 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 all to achieve

- Students of all abilities are supported within lessons to reach their potential and access and understand what is being taught in lessons
- Teachers and Learning Support Assistants (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 Support Assistant
- 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 2021-22 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

#### **Assessing learning and wellbeing Assessments and Reports:**

- In addition to on-going assessment in lessons, students are formatively assessed regularly and summatively assessed
- 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 SIMS data:
  - SIMS is our reward and behaviour system.
  - We use SIMS 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

#### **Form time:**

- During form time, data from our SIMS 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

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. 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:

- 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

The assessment will be reviewed regularly.

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.

### **Access to the curriculum Curriculum Overview**

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.

### **Differentiation:**

- 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.

### **LSA support:**

- Learning Support Assistant (LSAs) are teaching assistants. They support underachieving students with specific help around reading, processing and understanding of information

To support pupils with additional needs, a range of interventions are provided, including:

### **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.

## **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.

## **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.

## **LEXIA Power-Up Programme**

Lexia's latest technology-led programme 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.

## **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.

## **How we arrange for specialist expertise in school**

If we identify that additional support is required for a child in school, referrals are made to the SENCO – Ms Greene.

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 people with SEND.

Measures are in place to prevent bullying, such as AntiBullying 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.

## **How we arrange for specialist expertise from outside school**

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.

### **How we work in partnership with people who 'support' us and our pupils**

#### **Partnership links**

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.

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.

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.

#### **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 Katie Kemp

#### **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

#### **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

#### **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.

#### **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.

#### **Social Services:**

Dame Elizabeth Cadbury works closely with Birmingham City Council's

Children's Advice and Support Service (CASS).

**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.

**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.

**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.

**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.

**Pastoral support House Structure:**

- 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:

Head of House Durham – Mr James

Head of House Exeter – Mr Hanson

Head of House Warwick – Mr Canning-England

Head of House York – Miss Clamp

The Heads of House oversee all pastoral needs within their House, working closely with the SENCO and Inclusion Team.

**Social Interaction Group:**

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.

**Equipment provided by schools 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.

#### **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.

#### **Dyslexic friendly dictionaries:**

These will be provided to students who struggle with spellings due to processing difficulties.

#### **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.

#### **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.

#### **Arrangements to promote 'access' :**

We have an accessible toilet on the ground floor.

Teachers differentiate their teaching to ensure that students of different prior attainment levels can access and understand the work.

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.

#### **More intensive engagement with parents and carers:**

We work closely with parents / carers to continually develop the home-school partnership.

#### **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.

#### **SEND Newsletter:**

A newsletter, specifically focusing on SEND, is produced for pupils, parents and carers.

#### **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 appropriate. Reviews are

undertaken in partnership with the pupil and their parents / carers, and take into account their views, wishes and feelings.

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.

### **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.

Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN

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.

We evaluate the effectiveness of provision for pupils with SEND by:

- 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

Their Form Tutor, Faculty Leaders, Head of House and subject teachers will monitor all students' progress closely. Ms Greene, as SENCO, will also monitor all students with SEND closely and implement effective support and appropriate intervention as required.

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.

### **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/MatrixComplaints-Policy-May-2020.pdf>

The local authority local offer Our local authority's local offer is published here:

<https://www.birmingham.gov.uk/localoffer>