

Dame Elizabeth Cadbury School September 2023

Special Educational Needs and Disability (SEND) Information Report

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. To further corroborate this statement, the SEND Code of Practice (2015) states 'A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision additional to or different from that normally available to pupils of the same age'.

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

Provision for students with SEND at Dame Elizabeth Cadbury School, is a matter for the whole school. In line with the Revised Code of Practice (2015), Dame Elizabeth Cadbury School 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

Continued professional development:

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 2023-24 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.

Access to the curriculum - Curriculum Overview

We provide a broad, rich, and knowledge-based curriculum, which meets the needs of all our pupils regardless of any additional needs. 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, 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.

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 both formative and summative assessments, 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.

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.

Assessing learning and wellbeing Assessments and Reports:

In addition to on-going assessment in lessons, students are formatively and summatively assessed, both of these forms of assessment 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.

The graduated response:

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.

Additional support in lessons:

Learning Support Assistant (LSAs) are teaching assistants. They support students with additional needs in becoming independent with their learning, progress and attainment. In addition to 'in class' support, our LSA's also offer a range of interventions before and after school to support pupils with additional needs, 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.

Precision teaching – Precision teaching is a structured one-to-one intervention for learners who find reading, spelling and handwriting difficult. Precision teaching uses 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 – The Lexia 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.

Social Interactions Group - Our Social Interaction group provides students with opportunities to learn about their emotions through thirty minute interventions during form times. The group covers a range of social topics such as friendships, anxiety, changes and routine to enable students to consider scenarios they may find themselves in and learn how to use a range of strategies to help them to cope.

Mental Health Support - We have a part time Mental Health Practitioner who has a caseload of students to support them in multiple areas of their wellbeing. In order for a student to access this service, Heads of House will refer the student to our Pupil Services Team, who will then triage the referrals and allocate the student to the most appropriate service, be it Charlotte Stringer (Mental Health Practitioner), Social Workers or Mrs Cox, our Success Centre Manager who also supports students with a range of interventions such as anger management, well-being and anxiety.

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. To contact our SENDCo or a member of the pastoral team, please use enquiry@decschool.co.uk

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 Success 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 Success 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.

External agency support:

If 'in school support' and expertise is not specialised enough to support a student's needs, the SENDCo may make a referral to the appropriate outside agency.

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

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 Educational Psychologist is Susan Morris.

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 Pupil School Support 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 Communication and Autism Team worker is Anne Remes.

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).