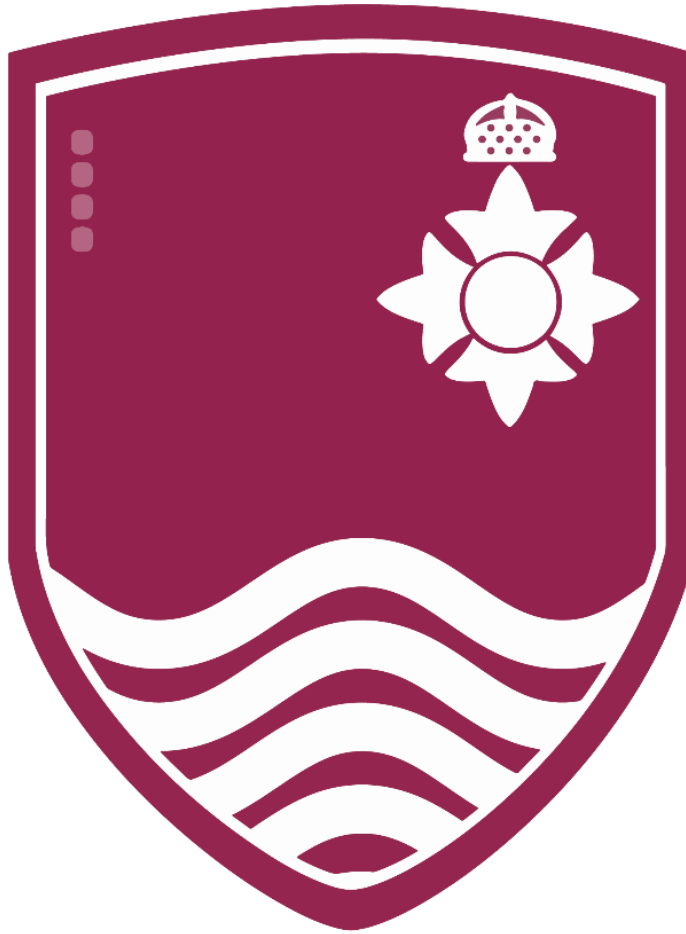


Special Educational Needs and Disability (SEND) Information Report



**Dame Elizabeth
Cadbury School**

A Proud Member of
Matrix Academy Trust

'Strive for Excellence'

Contents

	<i>Page</i>
<i>Contents</i>	<i>2</i>
<i>Introduction, SENDCo + Complaints Procedure</i>	<i>3</i>
<i>Our vision for SEND Pupils</i>	<i>4</i>
<i>What are Special Educational Needs and Disabilities?</i>	<i>5</i>
<i>Guiding Principles</i>	<i>6</i>
<i>Admission Arrangement for SEND Pupils</i>	<i>7</i>
<i>Roles and Responsibilities</i>	<i>8</i>
<i>Arrangements for coordinating the provision of education for SEND pupils</i>	<i>9</i>
<i>Identification and Assessment of SEND</i>	<i>10</i>
<i>Graduated Response to SEND</i>	<i>13</i>
<i>Pupil Profiles for EHCPs</i>	<i>15</i>
<i>Pupil Profiles for Wave 1 Pupils</i>	<i>16</i>
<i>Support for Improving a Child's Emotional and Social Development</i>	<i>17</i>
<i>The Pupil Support Services (High Priority) Panel</i>	<i>19</i>
<i>The Local Offers</i>	<i>20</i>

Introduction

At Dame Elizabeth Cadbury School, we are committed to providing an inclusive education that ensures all students, including those with Special Educational Needs and Disabilities (SEND), have access to a broad and balanced curriculum. This report outlines how we identify, assess, and support pupils with SEND, in line with the **SEND Code of Practice 2015**.

SENDCo (Special Educational Needs and Disabilities Coordinator):
Mr R Jevons

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Complaints Procedure

Dame Elizabeth Cadbury School aims to work in partnership with parents of children with special educational needs and/or disability and thereby avoid disputes. All complaints from parents of pupils with special educational needs and/or disability concerning the provision made at the school will be taken seriously and we will seek to resolve them amicably.

Please see the 'Complaints Policy' on the school website.

Our vision for SEND Pupils

Our curriculum encourages pupils to **think harder** so they **know more**, building **successful, resilient and confident** individuals.

It aims to develop the **knowledge, skills and experiences**, to enable them to become **upstanding citizens** who make **informed and ambitious choices**

Dame Elizabeth Cadbury School recognises its responsibility to provide all pupils with a broad and balanced curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

What are Special Educational Needs and Disabilities?

A child has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) *have a significantly greater difficulty in learning than the majority of others of the same age;*
- b) *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

Cognition and Learning

- *Moderate Learning Difficulties (MLD)*
- *Severe Learning Difficulties (SLD)*
- *Profound and Multiple Learning Difficulties (PMLD)*
- *Specific Learning Difficulty (SpLD) such as Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia*

Communication and Interaction

- *Speech, Language and Communication Needs (SLCN)*
- *Autism Spectrum Condition (ASC) which can also be referred to as Autism Spectrum Disorder (ASD)*

Social, Emotional and Mental Health

- *Anxiety, Depression and Withdrawal (NSA)*
- *Attachment/Adjustment Disorder*
- *Attention Deficit Hyperactivity Disorder (ADHD)*
- *Attention Deficit Disorder (ADD) which is now diagnosed as ADHD (inattentive)*
- *Obsessive Compulsive Disorder (OCD)*

Sensory and Physical

- *Visual Impairment (VI)*
- *Hearing Impairment (HI)*
- *Multi-sensory Impairment (MSI)*
- *Physical Disability (PD)*
- *Other Medical Conditions*

Guiding Principles

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs and disabilities (SEND), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
- To further corroborate this statement, the SEND Code of Practice (2014) 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'.

Admission Arrangement for SEND Pupils

Dame Elizabeth Cadbury School provides a broad and balanced curriculum for pupils of all abilities. Whatever their ability, each child is encouraged to reach their potential. We recognise that some pupils will require extra support to reach their potential and therefore, we have a range of support available.

Pupils are admitted to Dame Elizabeth Cadbury School at the age of 11 without reference to ability, aptitude, race or religion. The school's admission criteria (as set out in the Dame Elizabeth Cadbury School Prospectus) is applied to applications from the parents of pupils with special educational needs and/or disability.

SEND Specialisms

Dame Elizabeth Cadbury School does not specialise in making provision for any particular special educational need or disability and does not have specialist units. The school aims to provide a flexible and inclusive curriculum for all of its pupils.

Facilities for SEND pupils

Dame Elizabeth Cadbury School has disabled toilets and ramps to assist access to the ground floor of some buildings.

During lunch, our 'Quiet Zone' provision provides a space for students to check in with members of the SEND team and support those with sensory difficulties.

Our Satellite provision, is used a short-term provision to provide targeted 1 to 1 support with their studies, and support with re-integrating pupils back into the mainstream classroom.

Our Success provision supports pupils, for whatever reason, they cannot access the main school curriculum. It is a base for pupils to complete their classwork and access mentoring programmes. Pupils trialing new medication may be provided with a pass to support them with any side effects they may experience.

Roles and Responsibilities

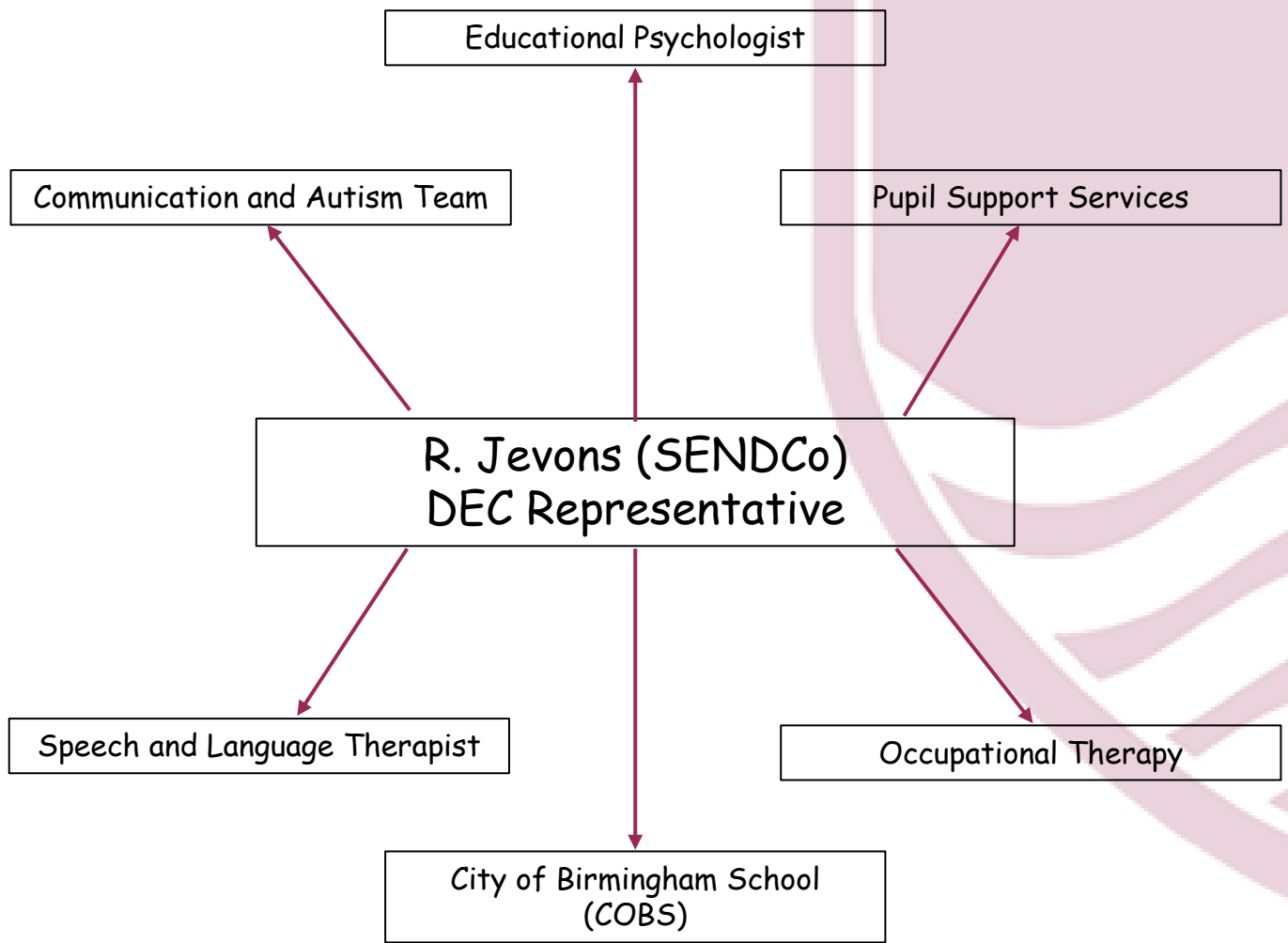
Provision for pupils with special educational needs and disability is a matter for the school as a whole. All members of staff have important responsibilities in this process:

- The Trust Board, in co-operation with the Headteacher, determines the school's policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and has oversight of the school's work
- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher keeps the Governing Body fully informed and also works closely with the school's SEND team.
- The Special Educational Needs and Disabilities Co-ordinator (SENDCO) works closely with the SEND team, Leadership and fellow teachers to plan the strategic development of the SEND policy and provision. The SEND team has responsibility for the day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND, particularly through the Wave 1 and 2 provisions (see SEND policy). The SEND policy is available on the school's website.
- All teaching and support staff are fully aware of the school's procedures for identifying, assessing, and making provision for pupils with SEND. All teachers are responsible for planning an inclusive curriculum and acting as the primary source of support for pupils with SEND. All teaching staff and Learning Support Assistants (LSAs) have training throughout the year on how to provide a wide curriculum offer and how to meet the learning and social needs of SEND pupils.

In addition to the above, we recognise that parents and carers have a key role to play in supporting pupils with SEND to reach their potential. Therefore, we encourage their attendance at review meetings alongside the implementation of suggested strategies written in the pupil's profile.

Arrangements for coordinating the provision of education for SEND pupils

The SENDCO co-ordinates the work of the SEND team and that of external support services. The SENDCO takes the lead in the strategic development of the school's SEND policy and provision to meet the needs of SEND pupils. The SEND Team undertakes the co-ordination of provision for SEND pupils.



Identification and Assessment of SEND

Dame Elizabeth Cadbury School will admit pupils who have already been identified as having special educational needs and or a disability. A pupil may have been identified by their primary school as having SEND. The SENDCO will facilitate liaison between a pupil's previous school and the SEND team so that the pupil's SEND can be identified and discussed. This allows for early intervention to be planned for in order to achieve a smooth and successful transition for SEND pupils.

Dame Elizabeth Cadbury School is aware that any pupil admitted to Year 7 may have unidentified special educational needs and/or a disability; that children's special educational needs and disability may change over time; and that the period of transfer and adjustment to a new school, which is crucial to all pupils, may hold a particular challenge for a pupil with special educational needs and or disability. To assist in the identification of SEND pupils, the school will assess all pupils' current levels of attainment on entry, using screening test results.

The process of transition between key stages is supported by the SEND team. From year 9 onwards, the school's career advisor is invited to review meetings to support pupils in the decisions that they make towards their future careers. All pupils are provided with a careers interview. Where appropriate, at the point of transition from Key Stage 4 or 5 to further education, the SEND team takes an active role in liaising with the learning establishment to which a SEND pupil moves.

Assessment occurs throughout a pupil's time at Dame Elizabeth Cadbury School, with their progress being measured by reference to:

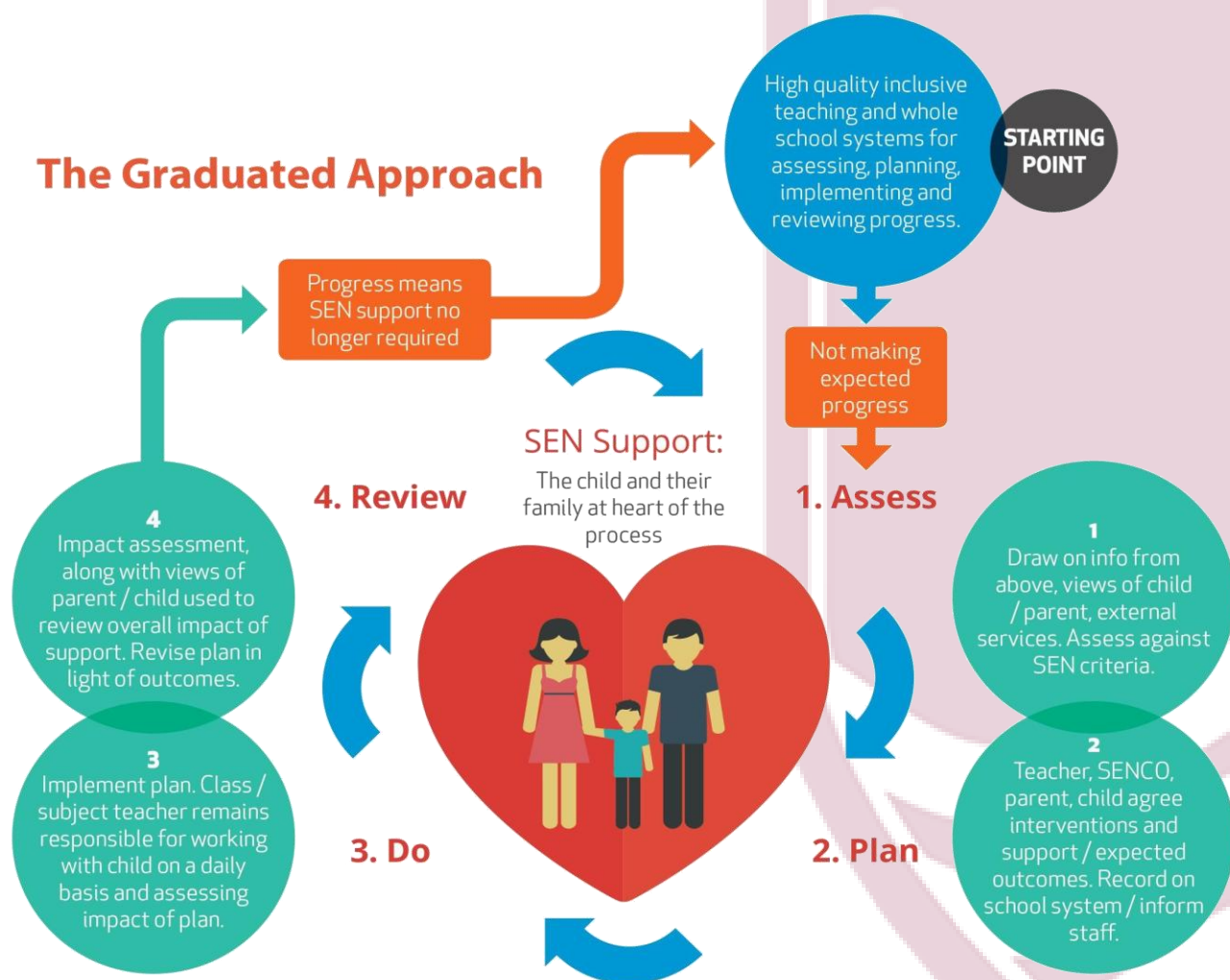
- Evidence from teacher observation and assessment
- A pupil's performance against the level descriptions within the National Curriculum at the end of a key stage
- Standardised screening or assessment tools.
- Pastoral information, such as attendance, mental health, safeguarding and behaviour
- Reports from specialist External Professionals

All teachers are responsible for referring a pupil to the Head of House and the SEND Team if they are concerned about a lack of progress. Intervention must first be made within departments. If a referral is necessary, staff make a referral via the Head of House which will give the SEND department detailed information.

Dame Elizabeth Cadbury School is also responsive to expressions of concern about progress from parents, pupils and other professionals and will investigate all such referrals.

As set out in the SEND Code of Practice, the school follows the Graduated Approach to Assessment, which follows the four stages of Assess, Plan, Do and Review. This allows for a more personalised approach to the identification, planning and assessment of SEND.

The Graduated Approach



Graduated Response to SEND

The special educational needs and disability provision at Dame Elizabeth Cadbury School is designed to help pupils to become independent learners. The school has adopted the model described in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015). There are three levels of intervention beyond the universal offer.

SEN Support

- 1). LASS testing
- 2). SEND intervention baselines + snapshots
- 3). SEND academic intervention
- 4). SENDCo lesson observations
- 5). Feedback to teacher + HoH
- 6). Staff SEND Spotlights CPD
- 7). Meeting with AHOH, HoH, and SENDCo reviewing behaviour data, attendance data, and academic progress of 2 academic terms – referral to SLT?
- 8). In-person parental meeting to determine implementation of pupil profile
- 9). Implementation of LSA's in lessons of concern
- 10). Termly TAC meeting to review pupil profile and progress
- 11). Further access arrangement testing
- 12). Single agency support (EP, PSS external, CAT, SALT, OT, early help)

Monitoring

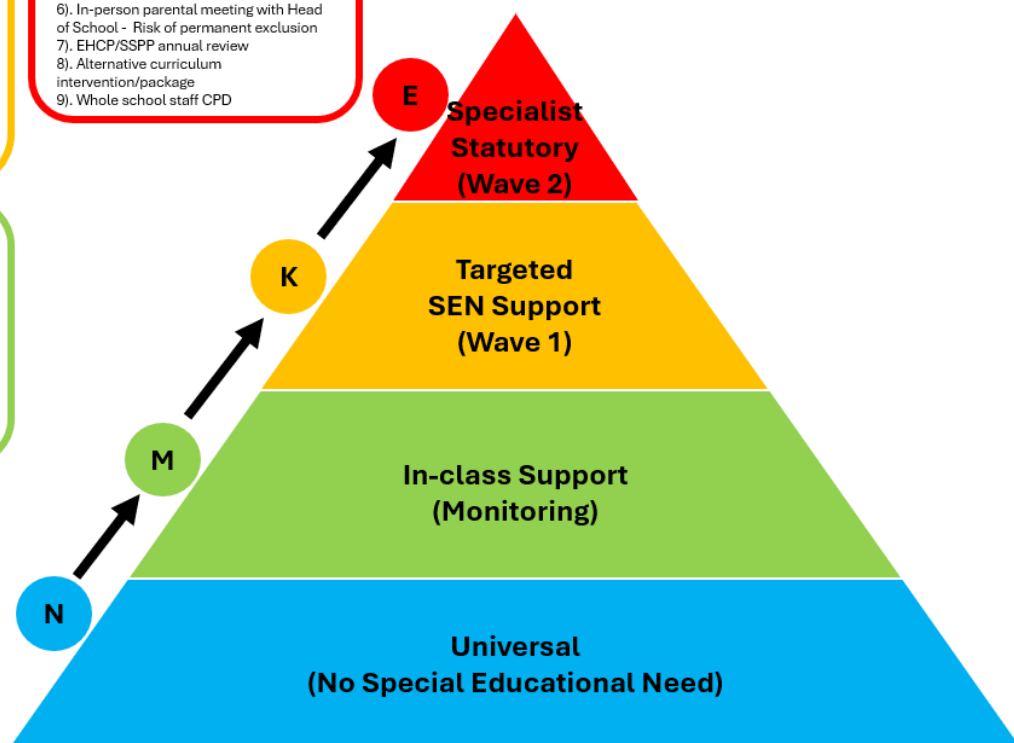
- 1). In-person parental meeting
- 2). Pastoral check-ins
- 3). If no behaviour progress on FT report, escalation to HoH report
- 4). Informal discussion with SENDCo
- 5). Additional lesson observations
- 6). RAG rate timetable with pupil
- 7). Academic intervention for RED lessons (liaise with DOLs)
- 8). Trial for access arrangements (only start with prompt + rest breaks, possible timeout pass)
- 9). Mentoring scheme (TIGERS/HoH)
- 10). In-person parental meeting with SENDCo/behaviour lead – SLT report?
- 11). SEND Referral/Mental Health Referral/Early help

Universal

- 1). Quality First Teaching
- 2). Feedback (written/verbal)
- 3). PSHE curriculum + Assemblies
- 4). Rewards/Sanctions
- 5). Homework club
- 6). Academic/Pastoral support
- 7). Lesson observation (Engagement Model)
- 8). Teacher/Pupil feedback
- 9). Phone call to parent/carer
- 10). Progress Report
- 11). Academic Report
- 12). Form tutor Behaviour Report

Specialist

- 1). The Incredible 5-Point Scale
- 2). Targeted family support
- 3). Multi agency support (2+ agencies)
- 4). Whole school staff CPD
- 5). Viability for EHCNA?
- 6). In-person parental meeting with Head of School - Risk of permanent exclusion
- 7). EHCP/SSPP annual review
- 8). Alternative curriculum intervention/package
- 9). Whole school staff CPD



Monitoring:

These pupils are supported within lessons and departments. Interventions that may be used are provided by the SEND Department or the Pastoral Team. If it is thought that a pupil may need further support to help them progress, then a teacher should inform their Director of Learning and/or the pupil's Head of House who will implement and monitor any required intervention.

If this does not have the desired impact, the SEND Team will then be informed. The SEND Team will then undertake a further assessment of the pupil's individual learning needs and consult parents. If it is concluded that the pupil does require additional support to help his/her progress, then they will have opportunities for specific interventions, which may result in the pupil being moved to Wave 1.

Wave 1:

Wave 1 will be suitable for pupils who are still not progressing at a monitoring level or who have had additional intervention from agencies outside of school. Pupils at Wave 1 will have a profile.

Although developed with the help of outside specialists, the strategies specified in the profile will be implemented as far as possible in the normal classroom setting.

Wave 2 Educational, Health and Care Plan (EHCP):

Pupils may not make adequate progress despite the help given through monitoring and Wave 1. In these circumstances, the SENDCO, in consultation with the pupil, parents and any external agencies already involved, will consider whether to ask the Local Authority to initiate an assessment for an Education Health and Care Plan (EHCP).

Pupils will have an annual review of their EHC Plan. Pupils will be monitored through data tracking and two additional meetings throughout each year.

Pupil Profiles for EHCPs

Pupils on Wave 2 in Years 7 to 11 will have meetings three times a year, at least one of which will be in person, to which parents and pupils are invited to submit their opinions about a pupil's progress. Dame Elizabeth Cadbury School will then create a Pupil Profile. The profile is written during the pupil's annual review meeting, which also includes the completion of statutory Local Authority Paperwork.

The Profile for a Wave 2 pupil includes:

- Recommended teaching strategies and strategies for support by parents and carers
- The provision to be put in place
- Expected date of next review
- Outcomes (to be recorded when the profile is reviewed)

The profile will be discussed with the pupil and a copy will be sent to parents. Profiles are devised from an overall yearly plan produced in consultation with parents and pupil.

Monitoring and Reviewing Profiles

The profiles will normally be reviewed three times a year in consultation with the pupil and parents. There will be a yearly review to evaluate the pupil's progress and the success of intervention. At this time a decision will be made about any future action required; plans for further intervention will also be made.

Working profiles are continually kept 'under review'. The progress of pupils will be monitored through our rigorous data tracking system.

Pupil Profiles for Wave 1 Pupils

Pupils on Wave 1 and 2 in Year 7 - 11 will have meetings at least three times a year. In compliance with the SEND Code of Practice (2014), parents/carers, pupil and the SENDCO work together to create a comprehensive picture of the pupil's needs and to set targets that will impact positively on the pupil's progress. Dame Elizabeth Cadbury School will then complete the child's pupil profile, and a copy shared with all interested parties. This will be reviewed at the end of the academic year.

Dame Elizabeth Cadbury School: SEND Pupil Profile				
PHOTO	Name		External Agencies	
	DOB		Wider Curriculum	
	Diagnosis		Exam Access	
	Reading age		Broad Area of need	
About Me				
Literacy and numeracy				
Broad Area of Need (1)				
Broad Area of Need (2)				
Intervention				

Completed by:
Date:

Support for Improving a Child's Emotional and Social Development

At Dame Elizabeth Cadbury School, all pupils are placed in a House to ensure their pastoral care. Within this pastoral care system, pupils receive support and guidance from a Form Tutor, whom they see each day, and a Head of House, who oversees their holistic care and academic progress. All children, including those with SEND, have the opportunity to join the school council and undertake a range of ambassadorial roles in and around school. Extra pastoral support programmes are available for pupils to improve social and emotional development which are provided under Wave 1.



C Faulkner – Head of Durham
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S Britt – Head of Exeter
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D Canning-England – Head of Warwick
dcanningengland@decschool.co.uk



C Smith – Head of York
csmith@decschool.co.uk

Dame Elizabeth Cadbury School is a 'telling school' where all pupils are expected, encouraged and supported to report any incidents of bullying.

'Strive for Excellence'



Social Workers in Schools SWISS Team



Mrs Palmer (Designated Safeguarding Lead and SWISS/Mental Health Lead/Intervention Triage)

As well as leading on safeguarding within school, Ms. Morris is responsible for signposting pupils requiring support to the correct interventions. Ms. Morris also oversees the Matrix Trust Social Workers in Schools Project

Ms. Fisher (Social Worker)

Ms. Fisher manages a full case load of pupils who may be referred to her for anything from safeguarding to mental health concerns

Success Centre



Ms Cox (Success Centre Manager)

Our Success Centre is a purpose-built facility within school which supports pupils if, for whatever reason, they cannot access the main school curriculum. It is a base for certain pupils to complete their classwork and access mentoring programmes to support with social, emotional and behavioural difficulties.

Mental Health



Ms Larden (Mental Health Practitioner)

Some pupils require slightly more support with their mental health. Ms Larden provides mental health support, on an appointment basis, to some of our pupils who have been referred to her.

The Pupil Support Services (High Priority) Panel

If a pupil does not/cannot respond to the graduated tiers of interventions available and therefore cannot successfully remove barriers to learning, the Senior Leadership or Heads of House make an urgent referral to the PSS Panel (below), who can make swift whole school decisions in a timely manner to support the child in removing barriers.



Ms Shahmiri
Deputy Headteacher Personal
Development and PSS Lead



Mrs Palmer
Designated
Safeguarding Lead



Mr Bacciochi
Deputy Headteacher
Pastoral Lead



Mr Jevons
SENDCo



Mrs Donovan
Assistant Headteacher
Attendance Lead

Birmingham Local Offer



The Birmingham Local Offer provides information on what is available in Birmingham for children, young people and their families with special educational needs and/or a disability (SEND).

The Local Offer has been produced by children, young people, parents, carers and practitioners working together. Families have been engaged throughout the development of the Local Offer and feedback forms a fundamental part of its ongoing development.

Scan the QR code to visit their website for more information and contact details

<https://www.localofferbirmingham.co.uk>



Other Local Offers



Scan the QR code to visit their website for more information and contact details

<https://send.Walsall.gov.uk>



Scan the QR code to visit their website for more information and contact details

<https://fis.Sandwell.gov.uk/kb5/Sandwell/directory/localoffer.page>



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