Dame Elizabeth Cadbury School

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 (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'.

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.

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, in order 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

Admission arrangements 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 accessible toilet facilities on the ground floor. Where accessibility needs are identified, reasonable adjustments are considered on an individual basis to ensure pupils can access education and school activities.

Roles and Responsibilities:

Provision for pupils with special educational needs and disabilities 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. They establish the appropriate staffing and funding arrangements and help to oversee the school's policies and procedures.

The **Headteacher,** alongside the **Head of School**, 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 **i**nformed, and works closely with the school's SEND team.

The **Special Educational Needs and Disabilities Co-Ordinator** (SENDCo) works closely with the **SEND** team, **Leadership** team and fellow **teaching staff** to plan the strategic development of the SEND provision available. The **SEND** team has responsibility for the day-to-day operation of the school's SEND policy, and for coordinating the 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 for acting as the primary source of support for pupils with SEND. All teaching staff and **Learning Support Assistants** (LSAs) receive training throughout the year on how to provide a wide curriculum offer and how to cater for each of the 4 Broad Areas of Need.

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, along with any parental input in regard to additional strategies they may wish to be implemented for their child.

Arrangements for Co-Ordinating the Provision of Education for SEND Pupils:

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

The Identification and Assessment of SEND pupils:

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 the liaison between a pupil's primary 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 to ensure they are placed in classes best suited to support their specific need.

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 to further education, the SEND team take an active role in liaising with the learning establishment onto which a SEND pupil moves.

At each transition point, pupils are guided by the SEND Department to support their academic progression and ambitions, thus further preparing them for adulthood.

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
- Relevant Pastoral information: such as attendance figures; mental health interventions; safeguarding records and behavioural reports.

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 (if behavioural or pastoral concerns are apparent) or else via the SEND department (if there is a cause for concern regarding SEND)

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.

Pupil Profiles for EHCPs:

Pupils on Wave 2 in Years 7 to 11 will be contacted at least three times a year, with one of these consultations being in person. For any Face-to-Face meeting, both parents and pupils will be invited to submit their own opinions about the pupil's progress and provision – as per the Person Centered Approach. Dame Elizabeth Cadbury School will then create a Pupil SEND Profile. The profile is written, or amended, during the pupil's annual review meeting, which also includes the completion of the

statutory Local Authority Paperwork required for all young people in possession of an EHCP.

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 any intervention. At this time, a decision will be made about any future action required. Any plans for further intervention will also be made at this stage.

Working profiles are continually kept 'under review'. The progress of pupils will be monitored continuously through our 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 will be shared with all interested parties.

The Curriculum for SEND Pupils:

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

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

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 also available for pupils to improve any social, communication and emotional development. These are all offered as part of our Wave 1 provision.

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

A Graduated Response to SEND:

The Special Educational Needs and Disability provision at Dame Elizabeth Cadbury School is designed to help pupils to become independent, resilient, and successful individuals. The school has adopted the model described in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015). In order to achieve this, there are currently three levels of supportive intervention.

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 initially 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 undertake a further assessment of the pupil's individual learning needs. There will also be a consultation with parents at this stage. If it is concluded that the pupil does require additional support to help his/her progress (which is additional to or different from that of their peers), then they will have opportunities for specific interventions, which may result in the pupil being moved up to Wave 1.

Wave 1:

Wave 1 will be suitable for pupils who are still not progressing at a monitoring level. Pupils at Wave 1 will have a SEND profile.

Although developed with the help of outside specialists, the strategies specified in the profile will be implemented as far as possible within the classroom setting in our Mainstream Secondary 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).

Annual review of an EHC Plan:

Pupils will have an annual review of their EHC Plan. Pupils will be monitored in preparation for this through data, behaviour and attendance tracking, alongside two additional meetings throughout the year.

Complaints Procedures:

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.

SENDCO Contact Details:

The point of contact for SEND at Dame Elizabeth Cadbury School is Miss M O'Connor (SENDCo). She can be contacted at Dame Elizabeth Cadbury School, Woodbrooke Road, Bournville, B30 1UL or via the school email: enquiry@decschool.co.uk .

The Local Offer

Details of the Local Offer for Birmingham can be found here:
https://www.localofferbirmingham.co.uk/

Details of the Local Offer for Sandwell can be found here:
https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page

Details of the Local Offer for Worcestershire can be found here:
https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer

Special Educational Needs and Disability Register

Pupils on the register will be assigned a "Wave" according to the guidance below. [See Appendix 2]

Wave 2 pupils will have been assessed and awarded an Education, Health and Care Plan which will be reviewed annually. This will be very bespoke to the needs of the pupil and the strategies that will have to be employed to support the pupil. This will be funded by the Local Authority. (Wave 2 pupils are coded E on the annual school census.)

Wave 1 pupils will be those individuals with Special Educational Needs and Disabilities, who are displaying one or more of the following traits:
(Wave 1 pupils are coded K on the annual school census.)

- 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 Numeracy skills, which result in poor attainment in various curriculum areas, and whose needs cannot be met via Quality First Teaching alone.
- Having sensory or physical problems, and continuing to make little or no progress despite having access to specialist equipment
- Having communication and interaction difficulties – leading to little or no progress despite the provision of an adapted and inclusive curriculum.
- Having explicit working memory difficulties - leading to little or no progress, despite the provision of an adapted and inclusive curriculum.

The Monitoring Register

Some pupils have Special Educational Needs and Disabilities and make the progress expected of them, given their baselines at KS3. These pupils are not on the SEND register as their needs are clearly being met by Quality First Teaching. They are, subsequently, placed on the Monitoring Register, which is overseen by the SEND Team.

Appendix 1: External Agency Support (Birmingham's Local Offer):

At Dame Elizabeth Cadbury School, we have many external 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 requires further specialist guidance 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 bespoke 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.

Language, Learning and Strategic Support Team (LL&SS): LL&SS provides support to school in promoting inclusion and raising achievement with a particular focus on children and young people with cognitive, learning and language difficulties. They work with school to identify strategies to help students progress and achieve to the best of their potential.

Communication and Autism Team (CAT): CAT provide support and advice to students and parents of students with (or on the pathway for) Autism Spectrum Condition (ASC); they also train staff in school to allow us to reach more pupils.

Speech and Language Therapist (SALT): SALT provides support to school in promoting inclusion and raising achievement with a particular focus on children and young people with Speech and Language or Social, Emotional and Mental Health difficulties. They work with school to identify strategies to help students progress and achieve to the best of their potential.

Occupational Therapist (OT): Occupational Therapy supports children with cerebral palsy, developmental coordination disorder (dyspraxia) and other movement disorders to overcome barriers that prevent them from doing the activities (occupations) that matter to them and make up everyday life. This includes tying a tie and shoe laces, handwriting and accessing various resources within school.

Forward Thinking Birmingham (FTB): 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 (FSW): 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 School works closely with Birmingham City Council's **Children's Advice and Support Service** (CASS).

Appendix 2: The Levels of Support available at Dame Elizabeth Cadbury School:

Monitoring Register	SEND Register – Wave 1	SEND Register – Wave 2
• Quality First Teaching delivered by teaching staff who receive regular training on SEND through CPD • Pupil support through the House system • Teachers tracking attainment and progress data • Monitoring of progress by HoH and DoL • Spelling skills: Look, Cover, Write, Check • Reading in form time • Academic reading built into the curriculum for all subjects • Numeracy opportunities built into subjects beyond Maths • Knowledge organisers/Curriculum maps to scaffold learning • Regular retrieval of knowledge helps manage cognitive load • Care Plans for pupils with medical conditions • Clear success criteria given for lesson activities • A feedback culture where pupils reflect on what they are doing well and what they need to do to improve. Pupils given time and support to make improvements to their work • Targeted interventions, including Period 0 sessions, revision sessions and form time intervention sessions • Careers Advisor throughout KS4 • Extra-curricular clubs, trips and opportunities • University excursions to raise aspirations and develop interest in particular subject disciplines	Interventions listed in Monitoring Register, and: • Pupil Profile and review meetings • Termly reviews in line with SEND Code of Practice 2014 • SEND extra-curricular clubs, including Homework Club and Rise and Thrive • AM Intervention Clubs to support 4 Broad areas of Need • Access Arrangement testing and implementation • Rapid test • Laptops/Reader pens • Time out pass • Accelerated Reader – in-class support • Overlays for pupils with specific learning difficulties • Talkabout (Social, Emotion and Communication) intervention • Emotional regulation intervention through Pupil Support and Intervention referral • Executive functioning intervention • Motor skills and handwriting intervention • Literacy interventions • Focus tools • Ear defenders • Dyslexia pathways (LL&SS) • Additional transition support – across all key stages • Parental involvement via SEND coffee mornings.	Interventions listed in Monitoring Register, Wave 1, and: • Education, Health and Care Plan (EHCP) • LSA support in classroom as specified within the pupil's EHCP • Targets implemented on Pupil Profile • Termly reviews in line with the SEND Code of Practice 2014 including the Statutory Annual Review • Access Arrangements provided in conjunction with EHCP • Careers advice implemented • Additional careers support with applications and interviews • External agency involvement where required including: CAT team, Educational Psychologist, Language, Learning and Strategic Support Team, Occupational Therapy and Speech and Language Therapy.