



**ALL SAINTS  
MULTI ACADEMY TRUST**  
BIRMINGHAM  
GOD'S LOVE IN ACTION

**At All Saints Academy Trust Birmingham, we take pride in taking on an inclusive approach, meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We ensure all children are made to feel welcome and part of our school family. We work with Birmingham Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.**

**We want the best for all children in school, including those with SEND and we aim to make sure all children are happy and safe.**

**To ensure this happens we believe in three fundamental values:**

- **Open and honest communication**

Relationships are the heart of everything we do. Honest communication between parents, carers, staff, pupils and any other individuals working in partnership with school is essential to create a positive learning experience for children.

- **A partnership approach**

To ensure children get the best support in school possible it is important that everyone involved works together. We will involve parents/carers in discussions about children's progress and the support they need. Most importantly we will aim to maintain a child centred approach, allowing the child to be involved in decisions about their own learning as much as possible.

- **Appropriate and effective teaching and learning**

All teachers hold high expectations for all children in their class including those with SEND. All teaching is carefully planned and based on building on what children already know, can do and can understand. Teaching is well differentiated to meet the needs of all children in the class. Children's progress is closely monitored so that if any extra support or adaptations are needed they are responded to effectively.

### **The Local Offer**

Birmingham Local authority produces a Local Offer which sets out in one place information about support available in Birmingham for education, health and social care for children and young people who have SEND. Birmingham's local offer includes, amongst other information the following:

- Special education, health and social care provision for young people with SEND (both online and paper versions are available).

- Other educational provision e.g. sports or arts provision
- Arrangements for resolving disagreements and for mediation, and details about making complaints.
- Arrangements for travel to and from schools
- Support to help children and young people move between phases of education (e.g. primary to secondary school).

As a school we work closely with Birmingham Local authority to fulfil our duties within the Local Offer.

Birmingham's Local offer can be found HERE:

[www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

**The governing body has a duty to ensure that the school follows the new Code of Practice under the Children and Families Act 2014. This means that the school directors, the Executive Headteacher and the SENDCO are in regular contact to make sure this happens.**

### **Types of Special Educational Needs and Disabilities (SEND)**

There are four main areas of need in the 2014 SEND code of practice. A child may need support in one or all of these areas. This may change throughout the child's school life.

The four areas are:

- **Communication and Interaction.**

Children with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with these difficulties can have very different needs that can change over time.

- **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers. Learning difficulties cover a wide range of needs at a wide range of levels. Learning difficulties can be specific to one area of learning or may occur in more than one area of learning.

- **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties that are shown in many different ways. These may include being withdrawn or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as depression or anxiety. Other children have disorders such as Attention Deficit Hyperactive Disorder (ADHD).

- **Sensory and/or physical needs.**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

**Below are some questions that as parent of a child with Special Educational Needs and Disabilities (SEND), you might like to ask:**

**Who are the best people to talk to at All Saints Multi Academy Trust Birmingham about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

You are always welcome to talk to any of the staff that work with your child.

**Class Teachers, HLTA's and TA's** are always available at the end of the school day for an informal discussion about your child. For more formal discussions it is best to book an appointment with them in advance.

**Mrs Anneli Richards** is our **Special Educational Needs and Disability Coordinator (SENDCO)**. Mrs Richards is responsible for coordinating all the support for children with Special Educational Needs or Disabilities (SEND). Mrs Richards works Monday to Wednesdays and is usually available at the end of the school day for an informal discussion about your child. For more formal discussions it is best to book an appointment with her in advance through the school office or by emailing .

**Miss Carol Gibson** is our **Strategic Head of Teaching and Learning**. Miss Gibson is responsible for day to day management of all aspects of the school, including the provision made for pupils with Special Educational Needs or Disabilities (SEND). Miss Gibson makes sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Miss Gibson works Monday to Friday and is usually available at the end of the school day for an informal discussion about your child. For more formal discussions it is best to book an appointment with her in advance.

Other members of our Senior Leadership Team are also there to discuss the needs of your child. It is best to book an appointment with them in advance.

**What kinds of support will my child receive at All Saints Multi Academy Trust Birmingham?**

#### **SEND Support: The Graduated Approach**

SEND support replaces School Action / School Action Plus from the previous code of practice. Within SEND support we follow a Graduated Response using the four part cycle: ACCESS – DO – PLAN – REVIEW.

The stages of support are as follows:

#### **Quality First Teaching/ Universal:**

- Differentiation within the classroom on a daily basis
- The teacher has high expectations for your child and all pupils in their class.
- That all teaching is carefully planned and based on building on what your child already knows, can do and can understand.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies or resources (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn. This may be using things such as a visual task board, children having pre-tutoring or children having a specialist chair.

#### **Targeted Support:**

- Small group / one to one work may occur throughout the year
- Often called an Intervention Group
- Taken in the classroom or in a different learning space
- Lead by a class teacher or another member of teaching staff who has had training to run these groups
- Target specific skills that have been identified as a need.

#### **Specialist Support:**

- Specific interventions which can be one to one or paired work e.g precision teaching. Often children at this level will have some outside agency support
- Most outside agency support require initial parental consent

The specialist will work with your child to understand their needs and make recommendations, which may include:

- ✓ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- ✓ Support to set better targets which will include their specific expertise.
- ✓ A group run by school staff under the guidance of the outside. professional e.g. a social skills group.
- ✓ A group or individual work with outside professional.

This specialist support may be from:

- Local Authority central services such as the Communication and Autism Team (CAT), Pupil and School Support (PSS) and/or Educational Psychology (Ed Psych).
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy (OT), Sensory Support, School Nurse, SWEET PROJECT
- Some specialist services work with your child in school. Other services may require you take your child to appointments outside of school.

#### **Education and Health Care Plans (EHCPs):**

This type of support is available for children whose learning needs are **severe, complex and lifelong**. It is for children who need more than 20 hours of support in school.

In the past this has usually been provided via a document called Statement of Special Educational Needs. However, from September 2014 Statements have been replaced by EHCPs.

A statement or EHCP means your child will have been identified by the class teacher, SENCO and specialists from outside agencies as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school at some point in their school life. This may be from:

- Local Authority central services such as the Communication and Autism Team (CAT), Pupil and School Support (PSS) and/or Educational Psychology (Ed Psych).
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy (OT), Sensory Support, School Nurse, SWEET PROJECT

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.
- If an assessment is agreed they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support currently in school.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will an EHC Plan. If this is not the case, they will ask the school to continue with the support in school and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child for the hours this is funded for.

### **SEN Support Provision Plan:**

This type of support is available for children whose learning needs are complex and requires multi-agency involvement or enhanced support. The plans are designed to be able to build up a picture of need and provision over time. Schools are able to make requests for additional funding or change of placement to resource bases through SEND Support Provision Plans. It will be necessary to show that school have followed a graduated approach and have the support of outside agencies in making the application. All cases are considered at local area panels and parental permission is required for information sharing. SEN Support Provision Plans will be reviewed by staff with parents and pupils on a regular basis.

### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress the school will arrange a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- check children are up to date with any medical tests e.g. eye test, hearing test
- plan any support your child may receive and what this will look like for your child
- discuss with you any referrals to outside professionals to support your child's learning if it is seen as necessary.

### **How will my child's level of support be decided?**

When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can support them.

Pupils' progress are continuously monitored by teachers to identify those who are not making progress or who have behaviour needs which affects their ability to engage in learning. Additional support will be put into place to provide enhanced resources and/or targeted small group interventions to help overcome such difficulties. This will take place after discussion with key staff, parents and consideration of the pupils' view. This additional support is documented in an individual target plan (ITP). In consultation with the teacher, SENDCO and parents, short term targets are identified which prioritises key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in this.

Formal review meetings are held as required. Parents, relevant external agencies and pupils are invited to this and all contributions valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. The level of support received by your child may change throughout their time at school. School staff will speak to you if they think this should happen.

### **How is extra support allocated to children and how do they move between the different levels?**

- The school budget includes money for supporting children with SEND.
- The Executive Head Teacher with the help of the SENDCO decides on the budget for SEND in consultation with the governing body, on the basis of needs in the school.
- If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria and can be accessed using the local authority process.

Through these discussions it is decided what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

### **How are the teachers in school helped to work with children with an SEND and what training do they have?**

- The SENDCO supports the class teacher in planning for children with SEND.
- Whole school training on SEND issues is scheduled regularly, e.g. all staff have had level one training in Autism Spectrum Disorder delivered by the Communication and Autism Team (CAT).
- Outside agencies regularly support teaching staff on specific children in their class with more specialist needs e.g. ADHD, Speech and Language training.

### **How will the teaching be adapted for my child with SEND?**

- Class Teachers aim to plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- The SENDCO or support staff may support teachers with their planning to support the needs of your child where necessary.

- Specific resources and strategies may be used to support your child individually and in groups depending on your child's needs.

### **How will we track the progress of your child in school?**

We use the Birmingham SEN Toolkit which focuses on attainment in speaking and listening, reading, writing and maths. It is a tool that supports schools in identifying specific levels of need and ability for pupils with their literacy and maths skills (including speaking and listening). The resource breaks down areas of reading, writing, speaking and listening, core and supplementary maths into discrete skills on a continuum that enables schools to set appropriate and aspirational targets and to track progress, as well as supporting teachers with a range of teaching and learning ideas to develop skills alongside quality first teaching in the classroom.

- Your child's progress is continually monitored by his/her class teacher on a daily basis through observing, discussions and work produced. They will have their own targets for reading, writing and maths.
- His/her progress is reviewed formally every half term using age related curriculum bands. These are new from the government from September 2014. The bands will be replacing the previous national curriculum levels. This informs a pupil progress meeting led by Senior Leadership.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review. Key adults involved with the child's education at the time are invited to this meeting.

### **What support do we have for you as a parent of child with an SEND?**

- All teaching staff and Senior Leadership are regularly available at the end of the school day for informal discussions about your child's progress. If you want a more detailed and formal meeting to discuss your child's progress or any concerns you may have you will need to make an appointment. This can be made at the school office or directly with the member of staff you wish to talk to.
- We can help to advise you on parent support groups you might find helpful.
- We can help to advise you on parental training groups you might find helpful.
- You may be invited to review your child's progress.
- Homework will be adjusted as needed to your child's individual needs.

### **What if I have a concern about the provision of SEN at school?**

Your first point of contact around any concerns will be the class teacher and then if necessary the SENDCO. Explain your concerns to them first but if you are not satisfied that your concern has been addressed, speak to the Head teacher. If you do not feel the issues have been resolved, we will arrange a meeting with the Chair of Governors who can be contacted via the school reception. The Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides independent, individual information and advice for parents of children with special education needs. Visit [www.birmingham.gov.uk/sendiaass](http://www.birmingham.gov.uk/sendiaass)

## How are both schools accessible to children with SEND?

- We aim to ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND providing we can keep them healthy and safe.
- Extra- Curricular Activities are accessible to all children including those with SEND providing we can keep them healthy and safe.
- Some children with SEND may have to have a risk assessment in place to keep them healthy and safe when they are in school care
- Some children with SEND may have to have a risk assessment in place if they do require after school provision and for certain extra-curricular activities in order to keep them safe which we would discuss with you.
- We will accept and respond to advice from outside agencies.
- We will work closely with you

Please note our school accessibility plan is undergoing review

## How will we support your child when they are leaving these schools? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and will aim to take steps to support transition. For this to happen we need to know a move is happening as soon as possible.

### • If your child is moving child to another school:

o We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. This can only be done in advance if you keep us informed about the move.

### • When moving classes in school:

- o Information will be passed on to the new class teacher.
- o Your child will take part in our transition afternoons. This is where all children go to their new class and meet the adults they will be working with.
- o If we feel a child needs more support they will make frequent visits to their new class in the second half of the summer term.

### • When moving to secondary school:

- o The SENDCO and/ or class teacher will share information of your child's need with their new Secondary School.
- o Your child may create a one page profile of themselves to send to the Secondary school. This will contain information about them and how they are best supported.
- o If necessary your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## What if I have more questions that are not answered on this website?

If there is anything on this website that you are unsure or you feel you have more questions please make an appointment to come and meet the SENDCO.