

# SEN Information Report 2021/22

From September 2014, all schools are expected to publish information about their provision for special educational needs and disabilities (SEND). This includes the 'Local Offer', which helps parents/carers understand what services they and their families can expect from a range of local agencies.

## Frequently Asked Questions

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1) What kinds of Special educational Needs does the school make provision for? What type of provision do we make and how do they know it works?

Types of need	Examples of support in our school	How we check it is working
Cognition And Learning	Small classes. High adult to child ratios. Personalised targets for pupils. Experienced staff team. Regional Makaton trainer. Speech Therapy support	Regular assessments of personal targets Annual review of EHCP
Physical Difficulties And PMLD	Support for physical difficulties, provision of physiotherapy services and support for motor programmes. Experienced staff team. Use of total communication approach for example Makaton, objects of reference photographs and symbols. Provision of speech therapy Communication targets for all pupils. Regional Makaton trainer.	Regular review of communication targets. Monitoring and support by school team. Annual review of EHCP
Complex medical needs	Experienced staff team. On site nursing is available. Support for feeding difficulties. Speech and Language therapist experienced in dysphasia. Ongoing CPD for staff.	Personalised targets and planning for individuals. Staff evaluations of training Annual review of EHCP
Sensory difficulties	Staff experienced and trained in Visual Impairment and Hearing Impairment. Occupational Therapy	Personalised targets and planning for individuals. Staff evaluations of training. Annual review of EHCP Regular visiting Teacher of the Deaf and Teacher of the Visually Impaired. Review of OT programmes
Autistic Spectrum Conditions	Staff experienced and trained in autism Ongoing CPD for staff	Regular assessments of personal targets Annual review of EHCP

Our pupils may have any combination of the above.

## **2) How does the School identify and assess Special Educational Needs?**

All our pupils have SEND and have Education Health and Care Plans. Occasionally we are asked to admit pupils who are still in the process of receiving an assessment.

## **3) How do the School know how much progress is being made with pupils with Special Educational Needs?**

We have robust systems of baseline assessments, recording data, target setting and tracking of progress in place. Targeted intervention is in place for all pupils who we feel are making less than expected progress. Regular parent evenings/review meetings take place and parents are able to arrange meetings at other times to discuss progress.

## **4) What extra-curricular activities can a pupil with Special Educational Needs access at School?**

Many of our children come to school on home school transport so much of our extra curricular activities are at lunchtime. We offer pupils a range of activities at lunchtime to help them to develop their independence, gross motor, communication and social skills and to help them to understand how to work with others across our school community. Playground activities are generally supported by lunchtime staff and more bespoke sensory activities by teaching assistants and teachers as appropriate. Pupils have the opportunity to attend community activities such as local music competitions, art competitions etc. All of our extracurricular offer is centered around supporting basic skills and preparing pupils for the next stage and age of life.

## **5) Does the School have a Special Educational Needs Co-ordinator, if so who are they and how can someone get in touch with them?**

Miss Jessica Hocknull Deputy Head Teacher, is the school's designated SENCO. She can be contacted via the Sheldon site main number or [enquiry@brays.fet.ac](mailto:enquiry@brays.fet.ac)

## **6) What training does the staff in school have in relation to pupils with Special Educational Needs?**

Many of our teachers and support staff have a great deal of experience working with children with SEND. For staff who are new to the school we offer induction and training including Manual Handling, Team Teach, Autism, dysphagia and Communication.

For all our staff we have a schedule of training across the year.

## **7) How does school get more specialist help for pupils if they need it?**

Within school we have access to a team of professionals who can offer specialist advice, these include nurses, physiotherapists, orthotics, occupational therapy, speech and language therapists and dieticians. We work very closely with all the professionals as well as parents to ensure we offer the best provision.

If we need to, we will also work with other agencies for example Forward Thinking Birmingham, Social Care and Health, Educational Psychologists and the Communication and Autism Team.

We also have staff who are experienced in Hearing Impairment and Visual Impairment.

## **8) How are parents of children and young people with SEND involved in the education of their child?**

We are happy to meet with parents as often as necessary to ensure that they are happy with the education their children are receiving.

There are a range of opportunities, both formal and informal, for parents to come into school. These range from parents evenings, Annual EHCP Review meetings and special assemblies. Class teachers are happy to speak to parents regularly on the phone and all pupils have a home school book to assist in communication.

## **9) How are pupils with Special Educational Needs involved in their own education?**

Wherever possible we will include our pupils in their education by encouraging them to participate in review meetings, whether that is by talking with them outside of the meeting to ascertain their views or by them taking part in the meeting itself.

We also have a student council, pupils are voted onto this each year, in the Autumn term, by their peers. They meet regularly and have the opportunity to influence decisions.

## **10) If a parent or a child with SEND has a complaint about the school, how does the governing body deal with the complaint?**

We have a complaints policy which is displayed on the website. However, in the first instance we would encourage parents and carers to contact the Head Teacher to discuss the complaint.

## **11) How does the Governing body involve other people in meeting the needs of pupils with special educational needs, including support for their families?**

We have a Home School Worker supports and signpost families to other agencies for support. We also employ Malachi to support identified families. There is also a programme of support for parents

and carers, which includes meetings on managing behaviour, sensory difficulties, Makaton signing, Spurgeons charity etc. We also run annual Cygnet training.

**12) Who are the support services that can help parents with pupils who have special educational needs?**

SENDIASS, a parent support service, is available to help parents through the assessment process and can also help facilitate school visits and offer advice. SENAR are the department within the LA who manage the assessment process.

**13) How does the school support pupils with SEND through Transition?**

The arrangements for transition vary dependent on the stage in their educational that pupils are at. On entry to school the transition is planned on an individual basis with you and your child. If a pupil is coming to us from a different school, we will always try to visit them in their current setting and if possible attend their final review.

**14) How can parents find the Birmingham Local Authority Local Offer?**

Birmingham's Local offer can be found on their website: <https://www.birmingham.gov.uk/localoffer>