



**A C A D E M Y
G R E A T B A R R**

Special Educational Needs and Disability (SEND) Information Report

Policy Owner:	Laura Chamberlain
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Q3 Academy Great Barr

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1. Introduction

The Special Education Needs and Disability (SEND) Department caters for the needs of students with 'Cognition and Learning'; Communication and Interaction'; Physical', 'Social, Emotional and Mental Health' difficulties. We aim to provide inclusive provision to all students identified with Special Educational Needs and Disabilities (SEND) to ensure that they participate fully in the life of the Academy and achieve all that they are capable of.

Our Assistant Vice Principal with responsibility for SEND is Mr M. Harris.

Our Special Educational Needs Co-Ordinator (SENDCo) is Miss L. Chamberlain.

The SEND Team is made up of four Learning Support Practitioners (LSPs) and seven Learning Support Assistants (LSAs).

1.1 What do we do?

The SEND Department provides extra support for students who have difficulties with literacy (reading, writing, comprehension and spellings), numeracy; communication and interaction; speech and language; and those who require physiotherapy. We work closely with the Inclusion Support Team within the Local Authority and follow their recommendations.

2. Programmes and Services Available

2.1 Universal (Wave 1)

Quality First SEND Teaching is something that is embedded within the SEN Code of Practice and primarily focuses on the inclusion of all students through high quality, everyday teaching. It is a graduated approach which goes above the normal differentiation and learning arrangements provided within personalised teaching and ensures every student is able to access every lesson in a way they are able to achieve and progress.

- ✓ Lessons are highly focussed with clear learning outcomes;
- ✓ High expectations of student engagement;
- ✓ Create opportunities for students to succeed as well as being challenged;
- ✓ Opportunities for interactions for all students;
- ✓ An emphasis on learning through dialogue;
- ✓ An expectation that students take responsibility for their own learning;
- ✓ Regular use of praise to engage and motivate students through use of Q-Points;
- ✓ Key words visible and referred to within lessons;
- ✓ Encourage the use of Literacy Mats, Dictionaries and Thesauri;
- ✓ Use visual aids within lessons;
- ✓ Teach note taking and study skills to prevent copying and develop independent skills;
- ✓ Clear, structured lessons with 'Bell Work' and 'R&R';
- ✓ Vary classwork including independent, pair and group work to support with developing independence as well as group work skills.

2.2 Targeted (Wave 2)

Exam Access Arrangements

Access arrangements enable students with Special Educational Needs, Disabilities or temporary injuries to access exams who would otherwise be unable to do so.

Access arrangements epitomise students' normal way of working and are not there to give candidates advantage.

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

2.3 One Page Profiles

A document agreed between staff and students which shares individual strategies and recommendations for students to help inform teaching and learning.

3. Cognition and Learning (CL)

3.1 Renaissance: Accelerated Reader

- ✓ Accelerated reader is a computer based programme that helps Learning Consultants to monitor and assess the comprehension levels of students;
- ✓ Students choose a book based on their reading level and read it either on their own or to their Learning Consultant at their own place. Once they have finished their book and been questioned by their Learning Consultant, they take a short quiz. Passing this quiz is a strong indication that the student has fully understood what they have read. From these results, Learning Consultants are able to set goals and direct reading to their students;
- ✓ Students have a large selection of books to choose from within the Accelerated Reader programme. This means they are able to choose the books they want to read and in time, instil a greater love of reading;
- ✓ The books that students read are at their reading level. This ensures the books are accessible as well as challenging.

<http://www.renlearn.co.uk/accelerated-reader/>

3.2 Independent Learning Club

- ✓ 1:1 support completing Independent Learning;
- ✓ Tips for Independent Learning and revision planning;
- ✓ Opportunity for students to work with students in different year groups.
- ✓ Resources needed for Independent Learning will be available;
- ✓ Support will be also offered with handwriting, spelling, and comprehension in these sessions.

3.3 Corrective Reading

- ✓ A direct instruction programme for Years 7-9 which targets areas of reading, decoding and comprehension;
- ✓ An intervention for students who have a reading age behind their chronological age;
- ✓ Designed for careful progression from level to level;
- ✓ Students receive points for performance which encourages them to perform to their best ability;
- ✓ Skills that are taught within the programme are:
 - ✓ Reasoning;
 - ✓ Information;
 - ✓ Vocabulary;
 - ✓ Sentence;
 - ✓ Comprehension;
 - ✓ Writing;
 - ✓ Reading;
 - ✓ Decoding, and;
 - ✓ Punctuation.

“Corrective Reading helps me read better and encourages me to read more. It has helped me spell better as my spelling has improved since starting Corrective Reading.” – Bryanah, Year 8.

“In Corrective Reading we learn about letters. Compounds, adjectives, verbs and nouns. It really helps me because we go over things again and again and this helps me to remember. We also look at reading, spelling, punctuation and grammar which are all very important skills.” – Owen, Year 9.

3.4 Enable Plus

- ✓ A small group reading programme designed to build confidence and improve students' reading ages;
- ✓ A focus on high frequency words and phonic skills.
- ✓ Uses guided and shared reading to raise self-esteem.

<http://www.interventionsforliteracy.org.uk/home/interventions/list-view/enable-plus-key-stage-3/>

3.5 Precision Literacy

- ✓ A daily 15-minute session which develops basic English skills through repetition and practice;
- ✓ It is tailored to meet the needs of students who experience difficulty in acquiring or maintaining certain skills;
- ✓ Materials used are very specific and is within the Zone of Proximal Development (ZPD).

<http://www.moray.gov.uk/downloads/file88660.pdf>

3.6 Toe-By-Toe

- ✓ A daily programme focussing on word sounds. This is often particularly effective for students who are identified as having Specific Learning Difficulties such as Dyslexia.
- ✓ Also useful for students who struggle to decode.
- ✓ It is highly structured using a multi-sensory reading manual and can be used by both Learning Consultants and Parents/Carers.

<http://www.toe-by-toe.co.uk/>

3.7 Fresh Start

- ✓ A daily programme to teach students to read accurately and fluently with good comprehension.
- ✓ Teaches students to spell correctly and compose their ideas for writing step-by-step.
- ✓ Students write everyday rehearsing out loud what they want to write, using their knowledge of the alphabetic code and the 'tricky' words they have learned.

<https://ruthmiskin.com/en/programmes/fresh-start/>

3.8 Corrective Maths

- ✓ A direct instruction programme for Years 7-9 which targets all areas of Maths including addition; subtraction; multiplication; division; fractions; decimals and percentages;
- ✓ Intensive support for students who struggle with word problems or basic Maths concepts and operations;
- ✓ Students are tested first to identify what needs to be taught through the programme.

<https://www.mheonline.com/directinstruction/corrective-mathematics/>

3.9 Precision Numeracy

- ✓ A daily 15-minute session which develops basic Maths skills through repetition and practise;
- ✓ It is tailored to meet the needs of students who experience difficulty in acquiring or maintaining certain skills;
- ✓ Materials used are very specific and is within the Zone of Proximal Development (ZPD).

<http://www.moray.gov.uk/downloads/file88660.pdf>

3.10 Stepping Stones

- ✓ This is a group for students who are working way below their expected attainment within Years 7 and 8;
- ✓ The group has a maximum of 15 students and they stay together for almost all lessons;
- ✓ There is a Learning Support Assistant in most lessons to offer 1:1 support;
- ✓ The curriculum is adapted to the needs and understanding of the group;
- ✓ They spend several hours of their timetable in one Learning Consultant
- ✓ This learning pathway mirrors closely the programme followed by most students during this Key Stage. The only significant difference is that students are exempt from studying MFL. This additional time means we can focus more attention on Mathematics, English and Science, allowing students to fill any gaps in their core skills.

4. Communication and Interaction (CI)

4.1 SULP

The Social Use of Language Programme (SULP) is for students who struggle to understand the spoken language and social situations. There are weekly SULP sessions for Years 7-10 for 1 hour.

Years 7 and 8: A group to enhance and teach social skills fitting into today's society. Skills include:

- ✓ Eye contact;
- ✓ Proximity;
- ✓ Listening skills, and;
- ✓ Personal strengths and weaknesses.

Year 9: A group to enhance and teach social skills fitting into today's society. Skills include:

- ✓ Raising self-esteem;
- ✓ Understanding emotions, and;
- ✓ Body language.

Years 10 and 11: A group to enhance and teach social skills fitting into today's society. Skills include:

- ✓ Managing stress;
- ✓ Tackling peer pressure;
- ✓ Preparing for exams;
- ✓ Planning revision;
- ✓ Completing forms and documents;
- ✓ Finding relevant information, and;
- ✓ Self-assertion.

All SULP sessions are planned according to the group's needs.

<http://www.asha.org/public/speech/development/Pragmatics/>

4.2 Speech and Language

This is delivered on a 1:1 basis following recommendations from a Speech and Language Therapist.

<http://www.swbh.nhs.uk/services/childrens-therapies/>

4.3 Life Skills

We offer both 1:1 and group sessions in a range of Life skills including:

- ✓ Road Safety;
- ✓ Healthy Eating;
- ✓ Cooking;
- ✓ Independent travel training, and;
- ✓ Managing Money.

4.4 Dyslexia Support

- ✓ Visual stress test to identify whether a coloured overlay supports with reading;
- ✓ Coloured books and overlays;
- ✓ Use of a Dictaphone to record class notes.

5. Social Emotional and Mental Health (SEMH)

5.1 Sulp

See above

5.2 Talkabout for Teenagers

A group work programme teaching social and relationship skills to teenagers. Designed specifically for teenagers, this practical workbook provides ready-made material for running social and relationship skills groups with older children and young adults.

- ✓ Divided into five, hierarchical modules; self-awareness and self-esteem, body language, conversational skills, friendship skills and assertiveness skills.

5.3 Therapeutic Mentoring

Therapeutic Mentoring allows a Mentor to spend time 1:1 with a student working on achieving specific goals.

5.4 Emotion Coaching

- ✓ Coaching, supporting and training in age- appropriate behaviours.
- ✓ Interpersonal communication, conflict resolution, problem-solving.
- ✓ Relating appropriately to other children, adolescents, and adults, in recreational and social activities.

6. Sensory and Physical (SP)

6.1 Handwriting

Students are able to practice their handwriting. They are taught skills they are able to transfer into lessons.

<http://www.teachhandwriting.co.uk/>

6.2 Physiotherapy

Students will have the opportunity, with an LSP, to carry out physiotherapy routines prescribed for them.

Members of the SEND team are trained to deliver physiotherapy following guidance from occupational therapists.

<http://www.nhs.uk/Conditions/Physiotherapy/Pages/Introduction.aspx>

6.3 Specialist (Wave 3)

Lunch Time Supervision

- ✓ Members of staff from the SEND department are on duty during lunchtime as for any students that may need support.

In Class Support

- ✓ This supports our students with Education Health Care Plans in accessing the curriculum effectively and helps develop independent learning skills. Our LSAs regularly have refresher training on specific Special Educational Needs so they can use relevant and up-to-date strategies to support students.

Key Worker

- ✓ Students with an Educational Health Care Plan will be given an LSA or LSP as their Key Worker as a key adult in school they can go to if they need something. This person is an important contact for Parents/Carers and will be a voice for the student within the Academy.
- ✓ They will regularly monitor the progress of the student and support Learning Consultants with strategies and success stories;
- ✓ In some circumstances students without an EHCP may be allocated a keyworker.

Precision Teaching

- ✓ Available for both Maths and English meeting the needs of individual students experiencing difficulties comprehending and using some skills. The skills taught will be transferrable to lessons.

<http://www.moray.gov.uk/downloads/file88660.pdf>

Paired Reading

- ✓ This is a fluency intervention for students who struggle with reading and fluency.
- ✓ Students read out loud to either a member of staff or a Post-16 student leading the intervention.
- ✓ This can be used with any book and works with students reading as well as listening to someone read.

http://www.literacytrust.org.uk/assets/0001/1015/Paired_reading_scheme_toolkit.pdf

Hi-Five

- ✓ A programme designed to develop independent reading and writing strategies for students working way below what they expected to be working at.

<http://www.literacy.fischertrust.org/index.php/hifive>

Speech and Language Support

- ✓ Helps students reach their full potential in supporting in developing their speech and communication skills.

<http://www.swbh.nhs.uk/services/speech-and-language-therapy/>

6.4 Visual Impairment Team (VI)

- ✓ Gives advice to Learning Consultants, therapists, and support staff on teaching strategies and modifications to the curriculum;
- ✓ Provide large print and braille versions of curriculum materials;
- ✓ Information and guidance for Parents/Carers;
- ✓ Monitoring progress, attending reviews and reporting to Parents/Carers;
- ✓ Teaching specialist skills such as signing and reading braille;
- ✓ Advice for special arrangements for exams and assessments.

http://www.sandwell.gov.uk/info/200220/disability/2065/sensory_support_team_for_children

6.5 Hearing Impairment Team (HI)

- ✓ Providing and checking the correct functioning of equipment for example, hearing aids and radio aids;
- ✓ Gives advice to Learning Consultants, therapists and support staff on teaching strategies and modifications to the curriculum;
- ✓ Information and guidance for Parents/Carers;
- ✓ Monitoring progress, attending reviews and reporting to Parents/Carers;
- ✓ Teaching specialist skills such as signing and reading braille;

- ✓ Advice for special arrangements for exams and assessments.

http://www.sandwell.gov.uk/info/200220/disability/2065/sensory_support_team_for_children

Before being selected for any programme of intervention, students will go through a process of assessment to decide on the most appropriate course for them. Participation in interventions often involves students being withdrawn from their lessons to work in our multi-purpose Inclusion Learning Room. The progress of students within interventions are regularly assessed by the leading LSP and monitored by the SENDCo.

The SEND Staff provide both academic support and pastoral care to many students with identified Special Educational Needs whether they have academic, physical, or social or emotional needs.

7. External Agencies

In order to provide the best support for our students, the SEND department work alongside the following agencies:

- ✓ Sandwell Inclusion Support:

http://www.sandwell.gov.uk/info/200219/children/2059/inclusion_support

- ✓ Child and Adolescent Mental Health Service (CAMHS):

<http://www.bcpft.nhs.uk/services/for-children-and-young-people-and-families/84-camhs/250-specialist-camhs>

- ✓ Special Educational Needs Advisory Teacher for Learning (SENAT-L);
- ✓ Special Educational Needs Advisory Teacher for Social, Emotional and Mental Health (SENAT-SEMH);
- ✓ Special Educational Advisory Teacher for Specific Learning Difficulties (SpLD);
- ✓ Educational Psychologist;
- ✓ Speech and Language Therapist;
- ✓ Occupational Therapist;
- ✓ Sensory Support Team- Hearing Impairment and Visual Impairment and
- ✓ Complex Communication and Autism Team (CCAT).

8. Further Information and Parental Support Services

Local Offer:

<http://www.sandwell.gov.uk/send>

SEN Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

SEND IASS:

<https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwell-iass/>

Sandwell Parent Partnership:

<http://www.sandwellparentpartnership.clicksetgo.co.uk/index.php>