



Special Educational Needs and Disabilities at Archbishop Ilesley School

Frequently Asked Questions and Answers

Q: How will the teachers know about my child's needs, diagnoses and issues?

A: The teachers will know about a pupil's needs by reading information on the Pupil Passport. This is a document dedicated to your child, which is available to every teacher in every class and outlines difficulties, strengths and strategies. The information on the Pupil Passport is received from the primary schools. It is a working document, which offers an insight into what a pupil needs to be successful in mainstream classes. It is changed and added to, as pupils' needs change. Teachers, parents, pupils and outside agencies may contribute to this page through reviews. Reviews are meetings held to discuss pupils on the Special Educational Needs register.

Q: My child has an Education, Health and Care Plan (EHCP). What support will be provided?

A: Every Education, Health and Care Plan is unique to the pupil it is written for. It describes a pupil's needs and has targets and strategies. It also outlines the support needed to make the pupil successful in school. The necessary information will be shared with teachers on the Pupil Passport. The Special Educational Needs Coordinator (SENCO) and the SEN team will monitor the academic, social and daily needs of pupils with EHCPs. The EHCP will be reviewed annually or sooner if needed. Outside agencies may be contacted to provide assessments and strategies. These agencies may be asked to contribute to the review.

Q: My child has Autism. What support is provided?

A: Every teacher completed level one Autism training in September 2022. Each pupil with Autism is different and these individual differences will be addressed on the Pupil Passport. The SENCO and a Lead Autism Specialist Teaching Assistant monitor the sensory, academic and communication needs of the pupils with Autism. With parental consent, the Communication and Autism Team (CA/T) are contacted and they may come into school to work with individual pupils. The CA/T Team may observe pupils in class, have conversations with pupils and develop strategies. These strategies are put on the Pupil Passport and used by teachers. The SEN department offers a quiet space for pupils to spend break or lunch times as needed.

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Q: What do I do if I have a concern about my child?

A: If you have a concern about your child with SEN needs, you can phone the school and leave a message for the SENCO. Your call will be returned. Any concerns about any pupil can be raised with their Tutor or Head of House. This concern will be passed on to the SENCO as necessary. You can also contact the school by email: enquiry@ilsley.bham.sch.uk

Q: I am worried my child has dyslexia. What support is provided?

A: We have whole school strategies to support pupils with reading, writing and spelling difficulties in our mainstream classrooms. We make every effort to ensure pupils have the best opportunity to learn and remember. For example, teachers are encouraged to use dyslexia friendly fonts, larger print and off white backgrounds for interactive boards.

The comprehension books in the Library are dyslexia friendly and pupils have lessons in reading using the Accelerated Reading (AR) Programme. Daily reading is encouraged as it improves grammar, spelling and vocabulary. It also improves self-esteem!

Pupils who were identified on the Dyslexia Framework at primary school may continue to be monitored by Pupil and School Support (PSS). The strategies PSS provide will be available to teachers on the Pupil Passports.

Q: How many Teaching Assistants are in your school? Will my child receive support?

A: The SEN team is comprised of 7 TA's and 1 SEN teacher. There are 4 TA's supporting pupils in KS3 and 2 supporting pupils in KS4. There is a Teaching Assistant assigned to each year group. These Teaching Assistants (TAs) support pupils in many ways. They monitor academic, social, sensory or other needs. They provide information for reviews and monitor targets. Teaching Assistants may provide in class shared support or mentoring sessions.

Q: My child has a Hearing Impairment (HI). What support will be provided?

A: Strategies to support individual pupils will be on their Pupil Passport. For pupils with Hearing Impairment (HI) this may include advice to sit at the front of class in order to lip-read or to sit away from windows to reduce background noise. For those pupils who have hearing or radio aids The Teachers of the Deaf (TOD) will come into





school to test and monitor equipment. They may observe pupils in class and provide strategies.

Q: My child has Attention Deficit Hyperactivity Disorder. What help is given in school?

A: Pupils who have a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) are placed on the SEN register. The TA team will endeavour to build a relationship with the pupil and monitor their progress. All staff are aware of strategies to support learners with ADHD and undertook training in September 2022. They will be able to gauge their moods and pre-empt any difficulties. The SENCO will liaise with parents/carers and outside agencies to develop strategies to use in class.

Q: My family has recently moved to England. What support will my child receive?

A: Recently arrived pupils will receive an induction to welcome them to the school and we will assess their level of English. New learners may receive extra English lessons with our English as an Additional Language (EAL) Teaching Assistant.

At Archbishop Ilesley School, we aim to get to know every pupil and work with them to ensure they have the best possible learning experience each day.





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