

Archbishop Ilsley Catholic School Special Educational Needs Information Report

Last Updated December 2022

Welcome

Welcome to Archbishop Ilsley Catholic School's Special Educational Needs information report.

My name is Mr J Simmons. I am the Special Educational Needs Coordinator (SENCO) at Archbishop Ilsley Catholic School. My role is to work with pupils, parents/carers, teaching staff and the school's leaders to do everything we can to support pupils with Special Educational Needs and Disabilities (SEND).

SEN Information Report

The information in this document is to tell you about how the staff at Archbishop Ilsley Catholic School work to support pupils with additional or different needs. You can read the questions below to find out how we do this:

1. Who can I contact about SEN at Archbishop Ilsley Catholic School?

Mr J Simmons is the Special Educational Needs Co-ordinator (SENCO). Mr Simmons has day-to-day responsibility for reviewing our SEN policy and arranges the specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans. In line with the Special Educational Needs Code of Practice, the SEN CoP (6.44) pupils will be taught in class with subject specialist teachers.

'High quality teaching, for individuals or groups, is the first step in responding to pupils who have or may have Special Educational Needs or Disabilities'

There are other staff who have responsibilities for other needs:

- Mrs D Burnham is Assistant Head for Character, leading the Pastoral team on behaviour in school.
- Mr D Corrigan is our Designated Safeguarding Lead (DSL)
- Mrs R Lloyd is our school first aider; she is available in school every day and helps with any medical needs that arise as well as maintains and reviews medical care plans.
- Head of Year – your child will have a tutor and a Head of Year who should be the first point of contact.

Making appointments:

You can make an appointment to see Mr Simmons and /or other staff by calling school. Please do not arrive at school unannounced as most colleagues have a teaching responsibility and immediate availability is unlikely. You can contact these members of staff by speaking to the school office on 0121 706 4200 or you can send an email to: senco@ilsley.bham.sch.uk

2. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make?

Cognition and Learning (C&L)

Some pupils find learning more difficult than others. They may need: More time to learn new things and to think about their answers; For information to be repeated or presented in a different way; Help to hold information in their heads during a lesson; For new learning to be broken down into small bits of information.

What support might look like:

At Archbishop Ilsley School, each pupil on the SEN Code of Practice (CoP) has a Pupil Passport. We use these to inform staff of pupils' needs, give information and strategies they can use to support them.

- We have teaching assistants who are trained to support in class, adding to what the class teacher is doing. We use adaptive teaching where needed.
- We have support from specialist teachers and outside agencies to support pupils with learning needs.
- Pupils' reading is supported through the Accelerated Reading Scheme. All the library books in the scheme are printed using dyslexia friendly font. The pupils read their books electronically and then complete related quizzes which helps to improve reading and comprehension.
- A Speech and Language and Therapist (SaLT) has been in school regularly to support targeted pupils with their Speech, Language and Communication Needs (SLCN) The Teaching Assistants mentor individual pupils and are always there to talk through difficulties and situations as they arise to ensure understanding.
- Flash Academy is an online application that accelerates English Language acquisition through curriculum mapped lessons, challenges and games which simultaneously teach and test pupils and is used for pupils who are new to the country and with whom English is an additional language (EAL).

Communication and Interaction (C&I)

Some pupils need help to develop their communication skills and learn how to interact with other people. They may need: Help with their speech and language skills; Help to understand what others mean when they are talking; Help to deal with things in the environment that are new, like unusual smells and sounds; Help to learn about topics that are new and unfamiliar; Help to feel ok about times when things change.

What support might look like:

- School can contact the Birmingham Speech & Language Therapy advice line and/or consult with a Speech and Language Therapist (SaLT) from Birmingham's SEND Therapy Team
- We help pupils when things change by using transition booklets and visual timetables
- Pre-tutoring: We sometimes teach pupils new topics and words before they see it in the classroom, so they are ready for the new learning
- We work with the Communication / Autism Team (CAT) to help pupils who learn in different ways

Social, Emotional and Mental Health difficulties (SEMH)

Some pupils find it hard to manage their feelings and behaviour. They may need help to: Follow our school rules; Understand how they are feeling; Make friends; Keep themselves and others safe; Listen and follow instructions.

What support might look like:

- We get advice from the Birmingham Educational Psychology Service (EPS), and a Psychotherapist trained in working with pupils who have Social, Emotional and Mental Health Needs (SEMH).
- We have had whole school training on attachment recognition and strategies as part of TIASS (from EPS)
- We work with City of Birmingham School (CoBS) to develop strategies for pupils with behavioural needs.
- Teachers set high expectations for behaviour.

Sensory and/or Physical Needs

Some pupils have a physical disability, which can mean that accessing the school building and the curriculum can be more challenging. They may need: Help with their hearing by using aids and radio aids; Adaptations to how materials are presented and accessed in the case of visual impairment; Reasonable adjustments to the school environment and/or the organisation of their day to ensure access to the curriculum; Additional support and/or facilities to meet health/medical needs.

What support might look like:

- Our school is as accessible as possible. We have many stairs and no lifts, but we provide passes so that pupils with physical difficulties move safely between lessons by leaving 5-10 minutes before their peers.
- We have made our schools as safe as possible by adding ramps where we can, and we have some disabled access facilities (including toilets).
- We work with the Physical Difficulties Support Service (PDSS) and Sensory Support Services for visual and hearing impairments.
- We work with Occupational Therapy and other agencies who give advice for specific pupils as needed.
- We have a named First Aider on site each day, Mrs Lloyd and a rota of staff who are qualified First Aiders.

3. How does the school identify and assess Special Educational Needs?

Most pupils join us already identified as having SEND at primary school. Information is shared between schools so that pupils with SEND can have a successful transition. Some pupils are identified due to developing difficulties or receiving diagnoses at secondary school. At Archbishop Ilsley Catholic School staff are involved in assessing pupil in order to identify whether a child has special educational needs. We do this by:

- Observing pupils in class, looking at their books and speaking to their teachers about what the pupil can and cannot yet do.
- Using school test results such as the KS2 SATS and/or teachers' assessments. Also, NFER tests that pupils sit when they start school.
- Using information from parents/carers and from gaining the views of the pupils.
- Working with specialist teachers and outside agencies who may observe and assess pupils and offer advice and recommendations.
- Using information from previous schools or settings
- If we think that a pupil has additional needs, we use a graduated approach to find out what level of support is required to meet their needs. This follows a process of assess, plan, and review.
- We will assess the pupil in more detail, plan how to support them, carry out the support for a period and then review how well it has worked.
- All our interventions and plans are recorded on ProvisionMap.

4. How do the school know how much progress is being made by pupils with Special Educational Needs?

At Archbishop Ilsley Catholic School, we use a whole school tracking system called 'SISRA'. This helps us to know what level pupils are working at and teachers can then assess what they need to do in order to move to the next level.

Targeted interventions and plans for individual students are recorded on ProvisonMap. Each intervention is measured for impact and recorded on ProvisonMap.

5. What extracurricular activities can a pupil with Special Educational Needs access at school?

We believe that all pupils are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities.

All pupils, including those with SEND can normally participate in extracurricular activities such as 'Drama Club', 'School Choir', 'Art Club', 'football', 'swimming', at Archbishop Ilsley Catholic School we have a pool and other sporting clubs. We also run a dedicated SEND Basketball club on a Friday afternoon in the gym.

Archbishop Ilsley Catholic School has a number of pupil who have physical and sensory needs. For some pupil with these needs, it is necessary to seek and follow the advice of medical professionals about how they may access our sports clubs. We make every effort to ensure pupils with SEND can have equal access to clubs.

6. What training do staff at Archbishop Ilsley Catholic School have in relation to pupils with Special Educational Needs?

Archbishop Ilsley Catholic School makes sure that all our staff are well trained and have regular updates to their training. In September 2022 all staff in school received Level 1 Autism training as part of their INSET. All staff have also taken part in a session to better understand ADHD. Whole staff training will continue on a rolling programme.

7. How do the school get more specialist help for pupils if they need it?

In our school, if we feel a pupil needs more specialist help, we can work with the following people:

Agency or Service	Who they work with	How school can get in touch with them
Educational Psychology Service (EPS)	Pupils with complex needs and where an application for an Education, Health and Care Plan assessment is made	School have an allocated Educational Psychologist who the SENCo is in regular contact with. Parental consent is required.
Pupil and School Support Service (PSS)	Pupils who are working below the expected level or who have cognition and learning difficulties and/or speech and language needs	We have a PSS Teacher who visits regularly. The SENCo will speak with parents/carers if they feel a PSS teacher should work with individual pupils. Parental consent is required.
Communication & Autism Team (CAT)	Pupils who have a diagnosis of autism	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Physical Disability Support Service (PDSS)	Pupils with Physical Difficulties which impact on their school	We have an allocated worker who we can contact after a referral has been

	access. They also provide training for staff	made to the team. Parental consent is required.
Sensory Support Service (SSS)	Pupils who have a hearing impairment or visual impairment	Pupils are usually referred following a medical diagnosis; However, school can contact them for general advice.
Speech and Language Therapy Service	Pupils who are having difficulty with speech, language, or communication.	School has a named NHS SaLT. Parental consent is required.
Behaviour Support (COBS)	Pupils with Social, Emotional and Mental Health needs.	The City of Birmingham School provide access to support for pupils. Parental consent is required.
Pupils with Hearing impairment (HI)	The Teachers of the Deaf (ToD) check equipment and ensure hearing aids are clean and maintained and liaise with families.	School has regular contact with a ToD who visits temply.

8. How are parents/carers of our pupils with Special Educational Needs involved?

Archbishop Catholic School have an open-door policy and we are always available for parents/carers to contribute to their child's education. Parents/Carers can speak to the SENCO, Tutors, teachers or Heads of House.

Our website has lots of information about our curriculum and the support pupils can get. In addition to this website information, we offer our parents/carers:

- An open-door policy to meet the SENCo
- Parents/Carers are invited to the Pupil Passport reviews.

- We signpost to parent/carer groups and other services.
- We hold Person Centred Annual Reviews (PCR) for our EHCP pupils and other pupils with communication difficulties, which may include external agencies

9. How are pupils with Special Educational Needs involved in their own education?

We involve pupils by prioritising development of independent learning skills. We involve pupil in a variety of ways, including:

- All pupils on the SEN Code of Practice have a Pupil Passport to help their teachers understand their needs and provide strategies to aid the pupils' learning.
- We can provide a visual timetable which help pupils understand where they need to go and what the lesson is.
- Some pupils have help to assess their own learning and the curriculum is personalised where needed.

10. If a parent/carer of a pupil with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you are a parent of a child at Archbishop Ilsley Catholic School who has Special Educational Needs, and there is something which you think is not quite right, please contact the SENCo in the first instance (email: enquiry@ilsley.bham.sch.uk)

Alternatively, please visit our school office or telephone 0121 706 4200. Our staff will then talk to you about how you can get in contact with our SEN Governor

11. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

There is a named SEN Governor is Mrs Skrybant. There are termly meeting (3 x a year) Mrs Skrybant and Mr Simmons (SENCO) meet three times a year, before governor meetings, so that Mrs Skrybant can report to the governors on the provision for pupils with Special Educational Needs and the support they get from the school and their partners.

12. Who are the support services that can help parents/carers with pupils who have Special Educational Needs?

Name of Support Service	How they can support parents/carers	How you can contact them
Autism West Midlands	Support and advice is given and opportunities to meet regularly	Telephone: 0121 450 7582 Website: www.autismwestmidlands.org.uk
SENDIASS	The Local Authority's impartial advice and support service	Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk
Forward Thinking Birmingham (including CAHMS)	A range of services and facilities focussed around the individual needs of 0-25 year olds. 24/7 access to mental health crisis support.	Telephone: 0300 300 0099 Write: Access Centre 5th Floor, 1 Printing House Street, Birmingham, B4 6DF
SEND Parent Link Contact Line	Advice and queries relating to the Education & Health Care Plan assessment process	parentlinkservice@birmingham.gov.uk or 0121 303 8461
Physio advice for parents/carers	Accessing general advice	0121 465 4461
Physio appointments	Information regarding specific appointments	0121 466 5203

OT advice line	Occupational Therapy, general advice line	0121 683 2325
SaLT advice line	Speech & Language Therapy, general advice line (answer phone message service)	0121 466 6231
Early Help Hub	Early Help family support, established in response to the impact of Covid-19	www.birmingham.gov.uk/love

13. How do the school support pupils with Special Educational Needs through transition?

When a child with special educational needs start at Archbishop Ilsley Catholic School, we:

- Attend reviews or pupils with EHCPs and other SEN needs at primary school when invited (SENCO)
- Meet with them and their parents/carers to ask and answer questions about their needs;
- Provide a transition book with photos and information about their new school;
- Arrange visits to the school prior to their start date.

When a pupil with special educational needs moves into a new year group at Archbishop Ilsley Catholic School, we:

- Can give the pupil a transition book so they have information and pictures about their new classroom and teachers;
- Talk to the pupil and their family about any changes and how to support at home;
- Introduce the pupil to their form teacher well before they begin lessons.

When a child with Special Educational Needs at Archbishop Ilsley School is at a transition point we offer:

- Independent careers advice from Mrs Williams - Melanie J Williams Careers, pupils with EHCPs and SEN are first on the list.
- Parents/Carers are invited to attend the careers interview with the pupil
- Pupils are made aware of College open days and are encouraged to attend
- Careers fairs – colleges/companies are usually invited into school
- Time is provided in class to apply for colleges
- Help to arrange visits to the new school if required and appropriate to do so.

14. How can parents/carers find the Birmingham Local Authority's local offer?

Birmingham City Council has a website which has up-to-date information about the range of services provided for pupil with Special Educational Needs. You can access the Birmingham Local Offer by visiting the following website: www.localofferbirmingham.co.uk [Local Offer Birmingham | SEND Advice and Information](http://www.localofferbirmingham.co.uk) The website also has a range of free webinars for parents & carers www.localofferbirmingham.co.uk/send-support-and-information/webinars/