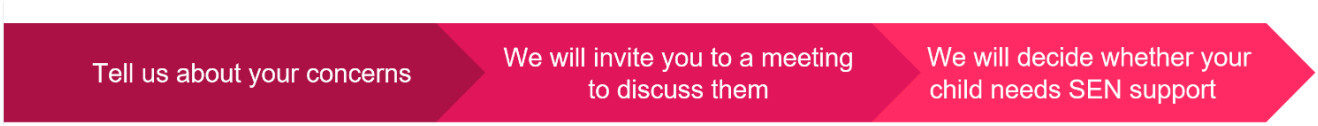
Archbishop Ilsley Catholic School Special Educational Needs Information Report

Last Updated September 2026

What should I do if I think my child has SEN?

Archbishop Ilsley Catholic School prides itself on being an opening and welcoming school, the SEND team are available for any concerns you may wish to discuss.



If you think your child might have SEND, the first person you should tell is your child's year team. Heads of Year and Assistant Heads of Year can be contacted through the school office or direct email. You can also contact the SEND team on send.info@ilsley.bham.sch.uk and arrange an appointment with a member of the team.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register.

What types of SEN does the school provide for?

Our school strives to be an inclusive and proactive environment, where all children are encouraged to reach their potential. We aim to provide education to all students, including those with needs in the table below.

Children are assessed on their own individual merit and need, in discussion with parents, SENAR and other professionals, the suitability of Archbishop Ilsley as a placement for a student is subject to the individual student.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)

Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

How will the school know if my child needs SEN support?

All our subject teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SEND team and will contact you to discuss the possibility that your child has SEND.
The SEND team will observe the student in lessons and in social time to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SEND team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SEND team will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register, and the SEND team will work with you to decide on the next steps for your child.

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO is Mrs Louise Grant.

All teachers and learning support assistants in school have CPD throughout the year around a range of activities and strategies to support and teacher children with SEND in the classroom. This training includes;

- ADHD knowledge and awareness
- ASD knowledge and awareness
- Adaptive teaching
- Behaviour management
- Speech and Language support
- Attention Autism

- Trauma informed approaches in school

This is not an exclusive list, and all training is ongoing and specifically tailored to the needs of the children in the school.

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Language, Learning & Strategic Support Team (LLSS)
- Communication and Autism Team (CAT)
- Occupational therapists
- GPs or paediatricians
- School nurse
- Child and adolescent mental health services (Foward Thinking Birmingham/STICK team)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

How will the school adapt its teaching for my child?

Your child's class teacher is responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1:1 basis when needed and available.
- Teaching assistants will support students in small groups when needed and available

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social skills groups
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Colored overlay Laptop Reading pen Precision teaching Direct Instruction LEXIA
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Movement breaks Blu tac Processing time
	Adverse childhood experiences and/or mental health issues	COMPASS support
Sensory and/or physical	Hearing impairment	Seating plans
	Visual impairment	RNIB resources library Large line books and resources
	Multi-sensory impairment	
	Physical impairment	Accessible timetable

These interventions are part of our contribution to Birmingham's local offer.

How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's teachers will meet you once a year a Parents' Evening to:

- Review progress
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SEND team will also be available at these meetings to provide extra support. The team are also available at all Education evenings on an informal drop in basis for questions or a catch up.

In addition, every half term we have a SEND coffee morning where all the team are available to discuss any concerns

or issues.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's Head of Year or email the team directly on info.send@ilsley.bham.sch.uk

How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

If your child has a cognition and learning need we will use the Birmingham Toolkit to assess your child and create targets based on their areas of need.

How will the school make sure my child is included in activities alongside students who don't have SEND?

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including any residential trips.

All students are encouraged to take part in sports days, school plays, assemblies and religious services including Masses.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. This is always in consultation with parents and if needed, outside agencies.

How will the school support my child's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- We provide extra pastoral support through the year team – Head of Year, Assistant Head of Year, Tutor
- Referrals to COMPASS can be made by school, parent or student.
- We have Student Support Co-ordinators to support students with SEMH
- Our School nurse
- We have staff trained in Emotional Literacy (ELSA) to support students with EBSA.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years:

To help students with SEND be prepared for a new school year we:

- Update student Passports and share with new teachers in September INSET.
- SEND INSET dedicated entirely to student information sharing at the beginning of each academic year.

Year 6 transition.

We have a dedicated team who visit primary schools to gather information about the children moving to

Archbishop Ilsley. This team brings together all information from the Y6 class teachers, SENDCO and external agencies to ensure a smooth transition for children and families. Where more complex needs are identified additional transition visits will be offered and parents are invited to meet the SEND team.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham's local offer. Birmingham publishes information about the local offer on their website:

https://www.localofferbirmingham.co.uk/

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are:

West Midlands

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SEND team in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

https://www.localofferbirmingham.co.uk/send-support-and-information-2/resolving-concerns/