



ARCHBISHOP ILSLEY CATHOLIC SCHOOL

Justus et Tenax Propositi - Just and Firm of Purpose

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT



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SEND Information Report November 2017

Under the Children and Families Act 2014, local authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and special educational needs, aged 0-25 years old. The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Birmingham City Council's Local Offer local offer, which can be found here:

[Click here to access Birmingham City Council's Local Offer](#)

This report outlines the provision Archbishop Ilsley Catholic School offers children with Special Educational Needs, including our policies on identification and assessment.

Archbishop Ilsley Catholic School in Birmingham is a large, over-subscribed, mainstream Catholic school. Our purpose is to provide a high quality, inclusive education, which will support, challenge and inspire children, enabling them to succeed and mature, to fulfil their potential and to become lifelong learners. All pupils have access to a broad and balanced curriculum of appropriate GCSEs and/or the equivalent vocational curriculum pathway. Pupils also have the opportunity to continue their learning in our 6th form to study a range of 'A' Level qualifications.

Archbishop Ilsley Catholic School is committed to fulfilling its duty to comply with national and local admission arrangements for all pupils with special educational needs and disabilities. The school, in conjunction with the Local Authority, carefully considers applications from parents / carers of pupils with additional needs and disabilities and does not discriminate against them in circumstances where reasonable adjustments and/or the provision of auxiliary aids and services can be made to meet their needs.

In line with the SEND Code of Practice 2015, a child's learning needs will be categorised under the following headings:

Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions for which we monitor and support individual development needs.

Cognition and Learning –which may include Specific Learning Difficulties which will be supported in class, as well as assistive technology (laptops, reading pens).



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Social, Mental and Emotional Health – including ADHD, Anxiety Disorder and Attachment Disorder which are supported in school using personalised timetables, mentoring, time-out passes for children experiencing difficulties.

Sensory and/or Physical – including visual impairment, hearing impairment and physical disabilities by providing a range of assistive learning technology such as lap tops, reading pens etc.

How is the decision made about the type and how much support a child will receive?

Our students' needs are met first and foremost through quality first teaching (QTF) and precision planning. Teachers are kept abreast of new pedagogy through professional development. Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. This graduated response is implemented through a series of 'waves of intervention'.

- **Wave 1** includes quality inclusive teaching, which takes into account the learning needs of all the students in the classroom and enables pupils to overcome barriers to their learning by making reasonable adjustments such as providing differentiated class- and homework, creating an inclusive learning environment, providing specialist equipment, adapting worksheets and modifying seating plans, etc. Students with a statement / EHCP will often receive in-class support from a Teaching Assistant (TA).
- **Wave 2** includes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at groups of pupils with similar needs and interventions are generally focused on literacy, SLCN (speech, language and communication needs), numeracy or emotional and social issues (e.g. Social Skills workshops). Students on a Wave 2 intervention are placed on "SEN Support".
- **Wave 3** includes targeted provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Students on a Wave 3 intervention are placed on "SEN Support" and may be identified as requiring an application for an EHCP if the support needed is long-term.

How does the school know if children/young people need extra help and what should a parent / carer do if they think their child may have special educational needs?

How does the school identify children/young people with special educational needs?



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At Archbishop Ilesley Catholic School we aim for all of our students to make appropriate and sustained progress from their respective individual starting points between Years 7 and 11. The Special Educational Needs and Disabilities Code of Practice (DfE, 2015) describes a child as having SEN if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. Students can be identified as having SEN at any point during their time at Archbishop Ilesley Catholic School, including:

- when a student is making significantly slower progress than their peers starting from the same baseline
- when a student fails to match or better their own previous rate of progress
- when a student fails to close the attainment gap between himself / herself and their peers
- when the attainment gap widens between the child and their peers Information is gathered from a range of sources, including:
- transition to Archbishop Ilesley Catholic School; from information shared by the primary school.
- during the first half term, when subject assessments take place.
- from Cognitive Abilities Tests (CATs).
- analysis of Key Stage 2 SAT results.
- views of parent/carer
- data analysis, including reading, reading comprehension and spelling assessments, subject baseline tests etc.

Support from external services may be sought for a pupil who is considered to be making limited progress towards their targets, or is continuing to experience difficulties despite school interventions. (See waves of intervention above).

These include:

- Communication and Autism Team
- Forward Thinking Birmingham (formerly CAMHS)
- Teachers of the Deaf
- Visual Impairment Team
- Paediatric Occupational Therapy (OT) Service
- GPs and community paediatricians
- Educational Psychologists
- Speech and Language and Communication Therapy (SaLT) services
- SENDIASS (Birmingham **Special Educational Needs & Disability Information, Advice and Support Service**)

Intervention at this stage would be co-ordinated by the SENCO where learning difficulty was the main issue. Intervention would be by the Pastoral Team in consultation with the SENCO, where social, mental and emotional health issues were predominant.



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Ordinarily, external services would provide support and advice to the school about additional or different strategies for pupils who have not made progress through school-based interventions. Specific targets are usually agreed at this stage and reviewed at regular intervals by school staff and parents / carers.

The SENCO will take the lead in any further assessment of the pupil, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken. When there are serious concerns about a pupil's progress and if the child meets the criteria for an EHCP the school may consider an assessment for an Education, Health and Care Plan.

How does the school evaluate the effectiveness of its provision for such pupils?

This is initially assessed via analysis of assessment data and feedback from teachers and Teaching Assistants. Where pupils have had additional interventions delivered by the Learning Support Team, the outcomes are evaluated against baseline data, as well as feedback from the pupils involved.

We regularly carry out parental and pupil surveys; however feedback at any time of year via email or telephone is gratefully received. Consultation with parents / carers occurs at Annual Reviews, academic tutorials, parents' evenings and at meetings arranged specifically to review the effectiveness of provision where there are concerns that the pupil is not making progress.

The SEN Governor meets regularly with the SENCO to review the effectiveness of provision for pupils with SEN.

How will both the school and the parents / carers know how a child is doing and how will the school help parents / carers to support their child's learning?

Subject teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants. The subject teacher should consider the information gathered about the pupil's progress, alongside national data and expectations of progress. The process of gathering information includes discussions with parents / carers.



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Parents / carers of pupils with a statement of SEN, or an Education, Health and Care Plan (EHCP) will be invited to a formal Annual Review, and should receive termly updates on their child's progress.

Parents / carers of pupils with SEN Support will have opportunities to discuss issues regarding their child three times per year. This should develop a good understanding of the pupil's areas of strength and difficulty, the agreed outcomes sought for the child and the next steps, as well as how to support these outcomes at home.

In addition, the SENCO is available at all parents' evenings, throughout the year. Otherwise, contact is available via phone, email and face to face meetings (by appointment).

How does the school adapt the curriculum and learning environment?

All pupils with special educational needs and/or disabilities are given a timetable and full access to the National Curriculum.

The KS4 curriculum for pupils with learning needs is reviewed on an annual basis to ensure it is appropriate for the pupils in the year group and enables them to further their studies post-16. At the point where KS4 options are chosen, Learning Support staff meet with parents / carers and pupils to discuss the courses available and, where appropriate, make suggestions and offer guidance.

Subject teachers will seek to ensure that they use inclusive planning strategies to meet the diverse needs of the pupils within the classroom. This should include using information on pupils already identified as having a special educational need. Where appropriate, the subject teacher will seek to involve the support staff in the delivery of the curriculum to statemented pupils and those with EHCPs. Information about all pupils on the SEN register is shared with all staff via "pupil profiles", which are summaries of their learning barriers, emotional needs, areas of difficulty and recommended classroom strategies. Teaching Assistants will mainly work within the mainstream classroom to support pupils with SEN needs/EHCP to enable full access to, and participation in, the curriculum.

Exam Access arrangements

The SENCO leads on the access arrangements process within the school. The SENCO works with teaching staff, support staff and exams officer to ensure that approved access arrangements are put in place for internal school tests, mock examinations and external examinations. Where appropriate, the SENCO also works with specialist advisory teachers and medical professionals. The SENCO processes applications on-line. The SENCO holds the evidence for inspection purposes for GCSE and/or GCE qualifications.



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How will a child with SEN be included in activities outside the school classroom including school trips?

The Learning Support team facilitate protected break and lunchtime activities, including daily homework clubs, playing board games etc. An After School Homework Club is also available, supported by Teaching Assistants.

The school operates a fully inclusive policy and this includes access to extra curricular activities and school trips Parents/carers are involved in planning for any activities or trips to ensure that any additional support is resourced to enable access to all activities.

What support will there be for a child's overall well-being?

Where a pupil's needs are more medically based, the school's Nurse will coordinate support and, where necessary, information will be shared with relevant staff.

To contact the Nurse, telephone 0121 706 4200 extension 147.

Pupils who have Social, Emotional, Mental health issues, such as anxiety, mental health or anger issues, are supported by the school's Pastoral Team, who work closely with the SEN team to develop support strategies for those pupils.

What training have the staff supporting SEND had or what training are they having?

All staff from Learning Support follow a school-based continuing professional development programme, as well as department SEN related training. Where we encounter a pupil with a diagnosis of which we are unfamiliar, we always contact those with knowledge and understanding of the area of need, and undertake additional training, as appropriate. Outside agencies also often contribute to staff training. For example, the majority of teaching and support staff have received the Level 1 Autism Training delivered by the Communication and Autism Team.

How accessible is the school both indoors and outdoors?

Please refer to the school website for the details of the Accessibility Plan of the school.



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Who can they contact for further information?

Any queries regarding SEN should be directed to the SENCO, Mrs. Shannon, who is available on weekdays (term- time) Tel: (0121) 706 4200.

Should pupils or parents/carers be unhappy with any aspect of SEN provision, they should discuss the matter in the first instance with the SENCO. In the event of a formal complaint being made, parents / carers are advised to follow the school's procedure for complaints, available on the school's website should you require it.

How do the children contribute?

It is common practice at Archbishop Ilsley Catholic School for pupils to be present at and to contribute to review meetings. However, if a child is unable to participate at the meeting, a person-centred approach will be used to ensure that the pupil's voice is represented at the meeting.

Who should a parent / carer speak to if they have any concerns?

All pupils receive written subject reports at least once a year. Staff formally log attainment at regular intervals throughout the year on each pupil's record.

If there is a concern about progress and/or attainment in a specific curriculum area, the first point of contact is the subject teacher or Head of Faculty.



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Where to go for extra support

For parental support and additional information, you may find agencies such as the following useful:
Useful Contacts for parents /carers:

- PAUSE-Mental health services drop in centre: 0300 300 0099
Based in Digbeth. They also run a weekly pop-up Pause in Aston.
- CA/T Birmingham Communication and Autism team
[Click here to access the Communication and Autism Team](#)
- Autism support group: [Click here to access Autism Support group](#)
- Careers advice: [Click here to access Careers advice](#)
- Independent Careers Adviser: Debbie Perry
Email: Debbie@brilliantcareers.co.uk
- Birmingham City Council's Local Offer 'Local SEND Offer'
[Click here to access Birmingham Council's Local Offer](#)
- SENDIAS: (Birmingham **Special Educational Needs & Disability Information, Advice and Support Service**)
0121 303 5004 Email: sendiass@birmingham.gov.uk
[Click here to access SENDIAS](#)

How will the school prepare and support children to join the school, transfer to a new setting or to the next stage of education and life?

Primary to secondary: During the summer term, prior to admission in year 7, all feeder schools are visited and all necessary information is acquired to allow for continuity. This usually includes attendance at Year 6 reviews for pupils who have EHCPs. A transition day is usually held in late June for Year 6 pupils who are on the SEN register/have an EHCP or are considered vulnerable in any way. This is in addition to the main school transition day. Transition from Key Stage 3 into Key Stage 4: Students with SEN are supported throughout the options process in Year 9. Similarly, at the end of KS4 and also KS5, appropriate information is shared with the relevant educational institutions.