# Archbishop Ilsley Catholic School

## Special Educational Needs School Information Report

## Welcome

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

My name is Tracey Shannon. 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 school 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 Special Educational Needs at Archbishop Ilsley Catholic School?

**Mrs T Shannon** is the Special Educational Needs Co-ordinator (SENCO). Mrs Shannon has 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 plans (EHCP).

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:

**Ms L Fagan** is our school nurse; she is available in school every day and helps with any medical needs that arise.

**Mr J Simmons** is our behaviour lead

**Mr D Corrigan** is our safeguarding lead

You would normally be able to make an appointment to see Mrs Shannon and /or other staff in person, however due to COVID 19, this is more likely to take the form of a phone call. You can contact these members of staff by speaking to the school office on 0121 706 4200 or you can send an email to: enquiry@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 and how do they know it works?

| Types of need and what that could look like | Examples of support available in our school | How we check it is working |
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| **Cognition and Learning**<br><br>Some pupils find learning more difficult than others. They may need:<br><br>More time to learn new things and to think about their answers;<br><br>For information to be repeated or presented in a different way;<br><br>Help to hold information in their | At Archbishop Ilsley School, each pupil on the SEN Code of Practice (CoP) has an Inclusion Profile (IP). We use these IPs to inform staff of pupils' needs, give information and strategies they can use to support them.<br><br>We have teaching assistants who are trained to:<br><br>Support in class, adding to | We review IPs regularly with a meeting that includes the parent/carer, the pupil, and the year group teaching assistant. If necessary, outside agency staff are also invited. Due to Covid-19 the meeting may be by phone or virtual. |

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| heads during a lesson;<br><br>For new learning to be broken down into small bits of information. | what the class teacher is doing.<br><br>Use additional differentiation if needed.<br><br>Support pupils pastorally (giving support with non-academic aspects of school, e.g. social situations, emotional well-being).<br><br>We have specialist teachers and outside agencies to support pupils with learning needs.<br><br>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 and then electronically complete related quizzes which helps to improve reading and comprehension.<br><br>A Speech and Language and Therapist (SaLT) has been in school regularly to support targeted pupils with their | Teaching staff meet regularly to talk about every pupil's progress and how to support them with their learning needs.<br><br>We use a whole school assessment system to look at data which tells us who needs help.<br><br>We talk to parents/carers, pupils and agencies regularly to review the progress pupils are making.<br><br>The SENCO regularly checks that teachers are using the strategies in class. Strategies are reviewed and updated regularly.<br><br>We usually run an after-school homework club where Teaching Assistants, who have been in the lessons with pupils, help pupils consolidate their |

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| | Speech, Language and Communication Needs (SLCN)<br><br>The Teaching Assistants mentor individual pupils and are always there to talk through difficulties or situations as they arise to ensure understanding.<br><br>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). | learning. We know this is an effective way to ensure pupils keep up with their homework and it reduces stress. Teachers are pleased, homework is completed and pupils say they remember more. (Subject to Covid-19 guidelines)<br><br>All progress is monitored through a comprehensive teacher dashboard. Data collected from the 'Flash Academy' assessments show clearly that pupil's language skills improve and progress. |
| **Communication and Interaction**<br>Some pupils need help to develop their communication skills and learn how to interact with other people. They may need:<br><br>Help with their speech and language skills; | We use Speech and Language Therapy Services to help pupil with language needs. How we do this is under review due to Covid-19.<br><br>If needed school staff can | We review speech, language and communication targets regularly and up-date IPs.<br><br>Teachers talk to each |

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| Help to understand what others mean when they are talking;<br><br>Help to deal with things in the environment that are new, like unusual smells and sounds;<br><br>Help to learn about topics that are new and unfamiliar;<br><br>Help to feel ok about times when things change. | contact the Birmingham Speech & Language Therapy advice line and/or consult with a locality SaLT via termly multi agency planning meetings and/or SENCo drop ins.<br><br>We help pupils when things change by using transition booklets and visual timetables.<br><br>Pretutoring: We sometimes teach pupils new topics and words before they see it in the classroom, so they are ready for the new learning<br><br>We work with the Communication / Autism Team (CAT) to help pupils who learn in different ways | other about the progress pupils are making.<br><br>The SENCO and the TAs look at what is being provided and how it's working. Pupils are more confident and able to join in when the topic is then introduced in a whole class setting.<br><br>The pupils are given time to feedback about what works and what doesn't work for them.<br>Person-Centred approached are used, for example, annual reviews are sometimes run as Person-Centred Reviews (PCR) |
| **Social, emotional and mental health difficulties**<br><br>Some pupils find it hard to manage their feelings and behaviour. They made need help to: | 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). | Everyone at school takes responsibility to support pupils with Social, Emotional and Mental Health needs.<br><br>Everyone is aware of their duty to report, |

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| Follow our school rules<br><br>Understand how they are feeling<br><br>Make friends<br><br>Keep themselves and others safe<br><br>Listen and follow instructions | We have had whole school training on Attachment recognition and strategies as part of TIASS (from EPS)<br><br>Teachers set high expectations for behaviour and have support from school leadership to do so. | monitor and plan for the needs of individuals.<br><br>Pupil Progress Meetings include time to discuss how pupils are developing, including their social and emotional skills. |
| **Sensory and/or physical needs**<br>Some pupils have a physical disability, which can mean that accessing the school building and the curriculum can be more challenging. They may need:<br><br>Help with their hearing by using aids and radio aids;<br><br>Adaptations to how materials are presented and accessed in the case of visual impairment;<br><br>Reasonable adjustments to the school environment and/or the organisation of their day to ensure access to the curriculum;<br><br>Additional support and/or facilities to meet health/medical needs. | Our school is made to be 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.<br><br>We have made our schools as safe as possible by adding ramps where we can, and we have some disabled access facilities (including toilets).<br><br>We work with the Physical Difficulties Support Service (PDSS) and Sensory Support Services for visual and hearing impairments. | We carry out risk assessments and reviews of pupil's needs regularly.<br><br>We ask outside agencies to review our setting when we have pupils who have specific needs i.e. from PDSS who conduct a pupil voice or the Communication and Autism Team (CA/T) who observe pupils with sensory needs in class and offer strategies to support sensory needs.<br><br>We consider pupil's sensory and physical |

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| | We work with Occupational Therapy and other agencies who give advice for specific pupils as needed.<br><br>We have a nurse on site each day, Ms Fagan and a rota of staff who are qualified First Aiders | needs when they move to new classrooms and to new settings. |

## 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 in year seven and sit again in years eight and nine.
- 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 means we Assess, Plan, Do, Review. Pupils are taught, assessed throughout the year and strategies are put in place to help support learning. This process is repeated to improve progress.
- We will assess the pupil in more detail, plan how to support them, carry out support for a period and then review how well it has worked. Assess, Plan, Do, Review and repeat.

## 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 each pupil is working at and teachers can then assess what they need to do in order to move the pupil to the next level.

## 5. What extra-curricular 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 extra-curricular activities such as 'Drama Club', 'School Choir', 'Art Club', 'football', 'rugby', 'swimming', (at Archbishop Ilsley we have our own pool) and other sporting clubs. Presently, due to COVID-19, these clubs are on pause but will continue when government guidelines allow.

Archbishop Ilsley Catholic School has a number of pupil who have physical and sensory needs. For some pupil with these needs, it's 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 make sure that all our staff are well trained and have regularly updates to their training. The following table shows the training that all staff and specific staff currently have:

| **All staff** | **Specific staff** |
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| Dyslexia Awareness and BDA through guidance offered by the SENCO | Dyslexia Mrs Shannon SENCO |
| Level 1 AET Autism Training | Autism level 3 Mrs Shannon, Mrs Crowton |
| Attachment training | Epi Pen various |
| | Paediatric/ First Aid Training various |
| | The Equality Act Training SENCO |
| | Safe Moving and Handling Mr Hanlon |
| | Asthma Awareness various |
| | Precision Teaching for Reading Intervention Training Mrs Begum/ others |
| | Foetal Alcohol Syndrome Training (SENCO) |

## 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 | 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 access. They also provide training for staff | We have an allocated worker who we can contact after a referral has been 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. |
| School Nurse | Pupils with medical needs and their families. | Our school nurse is in contact with the district school nurse and can sometimes refer pupils if needed. |

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| External mentor | Lorraine O'Rourke from the Irish in Birmingham | Pupils can be referred by tutors, teachers or Heads of House and have mentoring sessions in school. Pupils say they benefit from being able to speak to Lorraine. |
| Pupils with Hearing impairment (HI) | The Teachers of the Deaf (ToD). ToD come in regularly to check equipment and ensure hearing aids are clean and maintained, they chase clinic/hospital appointments for pupils and liaise with families. Continuing through Covid-19 restrictions, They observe in class and offer strategies ( subject to COVID restrictions) | If pupils are experiencing difficulties with their equipment between ToD visits we contact them and arrange a visit as soon as possible. |

## 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 to contribute to their child's education. Parents can speak to the SENCO, Tutors, teachers or Heads of House.

- Our website has lots of information about our curriculum and the support pupil can get. In addition to this website information, we offer our parents:
- Regular meetings with the SENCo (currently by phone or virtual)
- A parent/carer consultation where pupil's additional needs can be discussed ( currently subject to change due to Covid 19)

- Parents/carers are invited to the Inclusion Profile 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. These meetings may be virtual, due to Covid-19 restrictions and the measures in place to minimise the risk of anyone in the school community catching Covid-19.
- Other meetings, such as Inclusion Profile reviews, are usually held in school but due to Covid-19 restrictions, this school year we are currently holding telephone reviews with parents/carers and will gain pupils views in school

## 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 pupils in a variety of ways, including:

- The SENCO, Mrs Shannon is Person-Centred Trained. Other external agencies staff may also help us to involve pupils in reviews of their needs;
- All pupils on the SEN Code of Practice have an Inclusion Profile 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?

The SEN Governor is Mrs Skrybant. Mrs Skrybant and Mrs Shannon (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 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<br>Website: www.autismwestmidlands.org.uk |
| SENDIASS | The Local Authority's impartial advice and support service | Telephone: 0121 303 5004<br>E-mail: sendiass@birmingham.gov.uk |
| Forward Thinking | A range of services and facilities focussed around the | Telephone: 0300 300 0099<br>Write: Access Centre |

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| Birmingham (including CAHMS) | individual needs of 0-25 year olds.<br><br>24/7 access to mental health crisis support. | 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 | 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:

- Attends 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;
- If necessary, provide a transition book with photos and information about their new school;
- Arrange visits to the school as needed. There is usually an extra transition day for some pupils with SEN needs and their parent/carer who are identified by their primary schools. (subject to Covid 19 guidance)

**When a pupil with special educational needs joins us in Year 7 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 (virtually at these COVID 19 times)
- Careers fairs – colleges/companies are usually invited into school ( subject to change due to COVID 19 restrictions)
- 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 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:

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

**Consultation with pupils and families:**

This SEN information report was updated within the context of Covid-19 including the national lockdown in Spring 2021. Within this context we shared the SEN information report with pupils and families from across different year groups and with different areas of need.

Here are some of the things they said in response to reading the SEN information report:

'Nice, clear to read. Easy instructions to contact the school. Easy to recognise. Nice greeting and welcome. Feels comfortable and I would send my child here if they had special need requirements' EW

'I liked the picture saying who Miss was. The headings were good, the information was in chunks and big and bold. It was easy to read with spaces in between lines' SB

'The photo was nice, I liked the link to other people like Mr Simmons and the nurse etc…. I liked the font.' JW

'Easy to read with the spaces between lines. Easy to find information. I liked the bigger writing' JK

'People wouldn't get confused, direct talk, good headings. Easy to look through information' AH

'I liked being able to lookup information on how school cares for kids with problems. Clear font and I liked the spaces. I liked the photo' HH

'The information seemed clear and would be useful. The picture was nice and friendly. I could see who the SENCO was. I could find everything I needed. SW

When the school is open to all pupils and parents or careers, we hope to build on this consultation further. We may share in reviews or even a coffee morning! If you have any feedback or suggestions about how we can continue to develop this report please feel free to contact Mrs Shannon.

**This document has been completed in collaboration with Pupil and School Support (PSS) Spring 2021**