

University of Birmingham School

SEN Information Report (Local Offer) 2016

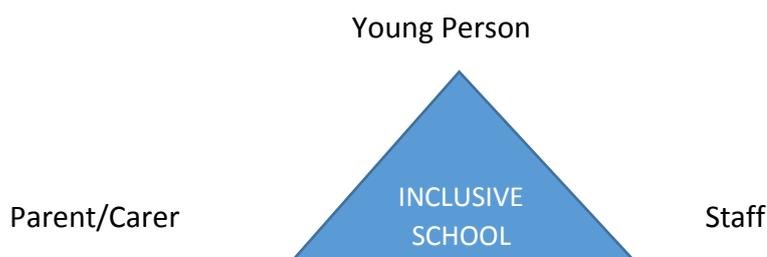
AN INCLUSIVE SCHOOL

In the SEN Code of Practice (2015) it states that:

‘All teachers are teachers of pupils with special educational needs.’

The University of Birmingham School is an **inclusive** school that delivers **Quality First Teaching** by subject staff who have a keen awareness of a range of special educational needs, medical needs and disability.

Parents/Carers are a vital part of our inclusive practice and we always seek to work as a cohesive team:



OUR SEN/INCLUSION TEAM

Our subject staff are supported to achieve the aims of the SEN Code of Practice by our Inclusion team:

Ms Kate Campbell Assistant Vice-Principal (SENCO/Designated Teacher for LAC)

Miss Bethany Conroy SEN/Inclusion Manager

Miss Olu Ogungbe Coaching Team Lead for Numeracy

Mr Luke Beddow Coaching Team Lead for Literacy

Mrs Vicky Drakopanagiotaki Coaching Team Lead for Social Skills (ASD Lead)

SUPPORTING A RANGE OF NEEDS

The SEN/Inclusion Team have a wealth of experience and knowledge in regard to a broad range of SEND and currently work with teaching staff to support students with a variety of needs that come under the four areas of need identified in the SEN Code of Practice:

Communication and interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or physical needs

Our school is fully accessible in all areas of the building and its grounds, with lift access, accessible toilets and adjustable tables in classrooms and adjustable benches in laboratories.

SUPPORTING THE SEN/INCLUSION TEAM

The SEN/Inclusion Team work with a wide range of external agencies to support our students.

We currently have input from:

- Sensory Support Team
- Communication and Autism Team
- Pupil Support Service
- Physical Disability Support Service
- Educational Psychology Service
- School Nurse Team
- Specialist Nurses – ADHD/Epilepsy/Diabetes/Sickle Cell Anaemia
- FTB – Forward Thinking Birmingham (formerly CAMHS - Child and Adolescent Mental Health Services)
- Birmingham City Council Children’s Services

We buy the additional support of:

- Ms Lisa Robinson, our ‘Time to Talk’ counsellor
- Malachi - a charity who work with schools to identify and support families who are facing difficulties. They offer a range of services including parenting classes and one-to-one therapeutic intervention.

RANGE OF SUPPORT FOR STUDENTS AND TEACHERS

We have an on-going programme of weekly and half-termly SEND training/workshops for teachers spread across the year.

Staff also attend off-site SEND training sessions and conferences.

Each Thursday lunchtime, staff are able to join the SEN/Inclusion Team for a 'Let's talk about ...' session, to discuss all aspects of SEND theory and practice.

Our focus is on sharing good practice in terms of how to effectively support young people in the classroom and in their unstructured times.

Our Year 7 & 8 transition form meet daily from 8.30am-9.00am, in order to work on specific areas of need linked with Literacy, Numeracy and Social Skills, which are the foundation of all subjects and life skills.

Our Coaching Team also work alongside teachers in the classroom to guide, advise and model SEND best practice on a daily basis.

Each Coaching Team Lead has a caseload of young people, working closely with their families, and teachers to support students in accessing the broad UoB curriculum, ensuring that they are able to make targeted progress, both academically and socially.

MAKING PROGRESS

At the beginning of the new term, SEND meetings (face-to-face or via phone/email) are held with parents/carers to discuss the specific support package created for their child.

Every teacher has a copy of a young person's Pupil Profile, APDR sheet and Care Plan (if required), detailing need, strategies and the support package that will be accessed during the academic year.

Every young person has an IEP equivalent called an APDR sheet which reflects the SEN Code of Practice approach to support:

Assess, Plan, Do, Review.

Our APDR sheets detail need, intervention, responsibility for intervention and timescale. Each have a series of targets under the four SEN strands:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs.

If a young person has a statement or EHC plan, targets are matched against short and long term outcomes outlined in their plans.

Targets are monitored by teaching staff and the Coaching Team Leads, overseen by the SEN/Inclusion Manager and the SENCO to look at the impact of interventions and assess if and how progress is being made by the young person. Teaching staff are then able to plan accordingly to meet need and enable progress to be made.

If a young person has a statement or EHC plan termly mini annual reviews are held in December and March/April, with our young people and their families, to review support and targets. In June/July formal Annual Reviews are undertaken with the young person and their families.

For young people on SEN support their APDR sheets are also reviewed termly and families are invited to discuss progress with school face-to-face or via phone/email.