

## SEN Information Report

At Sandwell Community School we aim to support our students to achieve the best they possibly can whatever their ability or need. We understand that some may have had difficulties that have delayed their learning, but our expectations are that they can achieve as much as their fellow mainstream peers. Our whole school approach includes a differentiated curriculum and an extensive pastoral programme that will support those who need extra support in the area of social, emotional and mental health. We aim to give them the self-confidence to follow their aspirations and fulfill their potential to be a confident and successful participant within the community. We are a fully inclusive school and adapt our surroundings and curriculum so all our students can take an equal part in all that our school offers.

### **Who can use you service?**

We are a Pupil Referral Unit based across five campuses within the borough of Sandwell. We have students who have been referred to us via mainstream school that have been experiencing difficulties in school. Some will be short stay students who will be introduced back into mainstream school after a programme of interventions. Others may stay longer. These do not generally include students with Special Educational Needs or who have an EHCP (Education Health Care Plan), but it may include those with social, emotional, communication, behavioural or mental health issues that have not been formally identified.

### **How do you identify students who need extra support?**

All our students are assessed on entering our school to determine prior attainment levels and attitude to school by a range of assessments. Student welcome packs, and parental information will also offer an initial idea of the needs of your child. Information from their previous school, teacher assessments and staff review meetings will also add towards painting a picture of the student. If we feel your child needs further support we will offer diagnostic assessments that will inform us of the

type of support needed. Interventions will then be put in place that will support those needs. If we feel it necessary, we will gather the support of our Local Authority and Educational Psychologist to give advice on assessments and training for the staff. Before any further support is offered, we will contact the parent/carer to inform and discuss any issues of concern.

If you think that your child needs extra support with their lessons or any other support then the SENCo, class teacher and support workers will always be ready to address any of your concerns.

### **What is your universal offer?**

We offer a learning environment that is different to mainstream school.

- Small sized class teaching groups
- Mentor support
- Behaviour tracking
- Nurse support and advice
- An extensive pastoral programme
- Sexual health support
- Breakfast club
- Outside school trips and activities
- Parent support
- Student voice and committees

### **How will my child be supported if they need extra help?**

We follow the recommended 'graduated response' as set out in the SEN code of practice (2014), 'asses, plan, do and review' process. All teachers are teachers of Special Educational Needs and it is their responsibility to make their lessons accessible to all students with the support of the SENCo through 'quality first' teaching. Through regular teacher assessment, informal and formal, and other measures of need teachers along with a support worker will be able to support most students. If further interventions are needed the parent/carer will be notified and a support programme will put in place which will include other interventions and input from an EP (Educational Psychologist). Your child will have a 'provision map' that will map out the extra support

they are given and impact assess the data that will feed into further support if needed.

The interventions may include:-

- Catch-up for literacy and/or numeracy
- IEP, (Individual Learning Plan)
- Behaviour plan
- One to one support
- Exam Access Arrangements\*
- Adaptions to resources and equipment.
- Boxall Profile
- PBAs (Performance Based Assessments)
- Anger management
- Female social group mentoring
- CAMHS (Child and Adolescent Mental Health Service)
- Speech and Language Therapist
- Small teaching groups
- Mentor and learning support
- Inclusion Support
- Speech, language and communication therapist
- School nurse

\*Exam Access arrangements are assessments given to students in years 10 and 11 that allow them to have 'reasonable adjustments' given to them when taking exams. The Equality Act 2010 requires an awarding body to make 'reasonable adjustments' where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison with someone who is not disabled. This may include extra time, a scribe, individual invigilation or other.

Most students with an EHCP require teaching with in a specialist provision such as a special school or a focused provision unit in a mainstream school.

### **How will my child's needs be monitored?**

- Tracking of assessment data
- Teacher assessment

- Mock exams
- Individual Learning Plan reviews
- Impact assessing interventions
- Monitoring of 'quality first' teaching by SENCo and Subject Leaders.
- Review meetings with outside agencies, ie. Educational psychologist, SLT, inclusion support services, etc
- EHCP review meetings
- review meeting with the SEN Governor every term.

If your child has an EHCP there will be a review meeting with the relevant outside agencies every year. There will be regular parental feedback on the progress of your child through regular communication with the SENCo, teachers, mentors and support workers. Other opportunities for prenatal engagement and communication with the school are parents evenings, parent coffee days, parent engagement teams (attached to each campus) and home visits.

### **What expertise is available or can be accessed by your school?**

We will offer outside support for your child in the form of an Educational psychologist, behaviour support specialists, speech, language and communication specialists from the local Inclusion support service and local Hospital services; communication and interaction support services and a referral to the Child and Adolescent Mental Health Service.

In school, we also carry out whole school training on SEND provision, differentiation, emotional intelligence, therapeutic mentor training, behaviour skills management, anger management and MAPA (Management of Actual or Potential Aggression) training.

### **How can my child contribute their views?**

- School committee
- Pupil mentor sessions
- Self-assessment
- Introduction of one-page profiles in each campus

## **How Accessible are the campuses both indoors and outdoors?**

Please refer to our Accessibility Plan which can be found within our Disability Policy on our school website.

## **Contacts details for support services**

Inclusion Support – [inclusion\\_support@sandwell.gov.uk](mailto:inclusion_support@sandwell.gov.uk)

TEL: 0845 352 7552

Parents should use the FASTA line to make referrals to the following three services

FASTA line – 0121 612 2010:

*Speech and Language Therapy*

*Occupational Therapy*

*Physiotherapy*

Sandwell SEND Parent Partnership Service – 0121 552 0047

Travel Assistance – [sen\\_team@sandwell.gov.uk](mailto:sen_team@sandwell.gov.uk)

## **Where will I find Sandwell's Local Offer?**

[www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

## **Who do I contact if I am not happy with the support provided to my child?**

In the first instance contact your child's class teacher and SENCo. The Head of Campus will always be available to meet parents and carers to listen to their views. Contact information for the Sandwell Local Authority can be found within the SMBC Complaints policy on our school website.

## **Who is responsible for the management of the SEND ?**

SENCo: Kerry Phillips

Deputy Headteacher with Responsibility for SEN: Dawn Riley

SEND Governor : Janis Dean