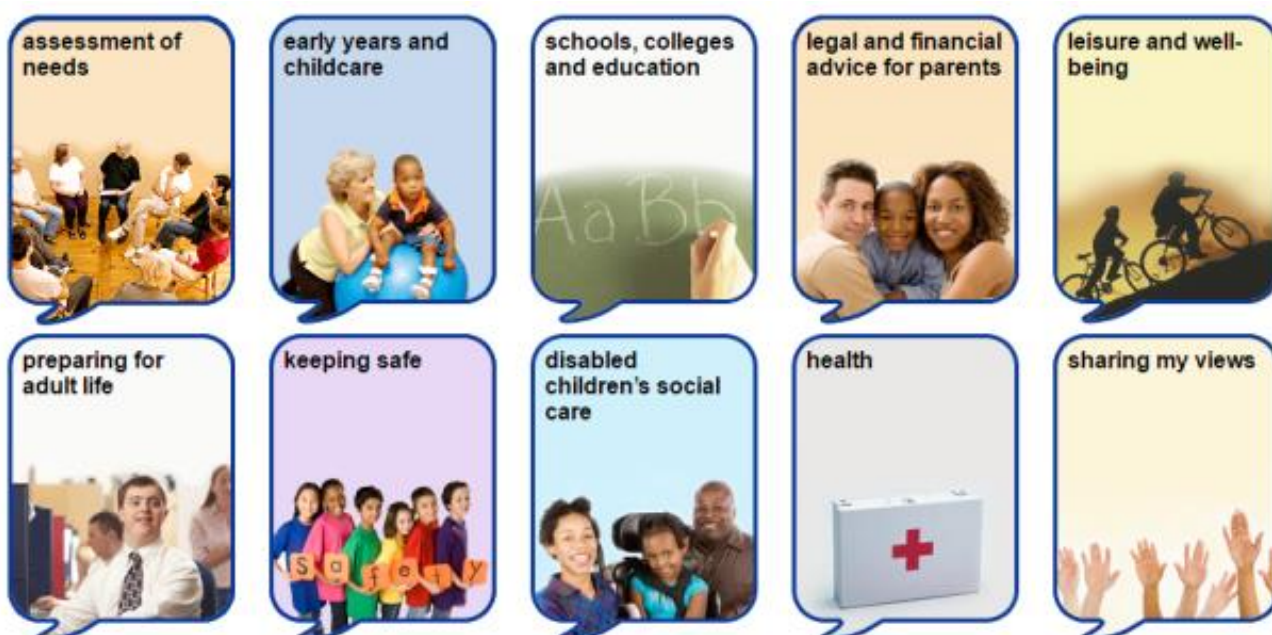


SEN Information Report

September 2016

Our SEND Information Report is part of the Birmingham Local Offer for students with Special Educational Needs and Disabilities (SEND).



Birmingham City Councils Local Offer

[Please follow this link to get to Birmingham City Council's Local Offer Webpage](#)

To find out more information please view Birmingham's web page:

<https://www.mycareinbirmingham.org.uk/>

SEN Information Report- September 2016

At Perry Beeches II The Free School we welcome all students from the local community and want to offer everyone the opportunity to receive an outstanding education. We are committed to working collaboratively with our school community to ensure that all of our students receive an education that is appropriate to their needs, promotes high standards and the fulfilment of potential.

Creating an inclusive learning environment, our aim is that every child will:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

This report will be reviewed annually to ensure all content is accurate and up to date. We would welcome your feedback and involvement in the next review. If you would like to get involved, find out more about the contents of this report and SEND provision in school, please contact:

Head Teacher: Mr. K. Rogers

Deputy Head Teacher: Mr. M. Allsopp

SENCO: Mrs. G. Patel

You can contact the school on: 0121 270 8090

You can contact the school via email using this link: enquiries@perrybeechesii.co.uk

A copy of our SEN policy can be found here - [SEN Policy](#)

A copy of our Accessibility Plan can be found here - [Accessibility Plan 2016-2019](#)

What kinds of Special Educational Need (SEN) are provided for at PBII?

Our Special Educational Needs (SEN) department consists of a Special Educational Needs Co-ordinator (SENCO), Deputy SENCO, six full-time Assistant Teachers, one part time Assistant Teacher and a Healthcare assistant. We also have a designated welfare officer and Academic Mentors who support our students.

Although we don't have a specialist resource base we are able to support students with a range of SEN from the 4 broad areas of need; Communication and Interaction including Autistic Spectrum Disorder (ASD), Cognition and Learning including Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) for example Dyslexia, Social, Emotional and Mental Health (SEMH) difficulties including Attention Deficit Hyperactivity Disorder (ADHD) and Sensory/Physical needs including Hearing Impairment (HI) and Visual Impairment (VI).

How do PBII approach teaching children with SEN?

At PBII we adopt a collaborative approach to teaching children with SEN. The SENCO and SEN team communicate with Curriculum and Pastoral staff, Parents, External professionals and Students.

Communication and Interaction:

We have a designated Assistant Teacher who is responsible for students diagnosed with ASD. A personalised approach to provision and intervention is adopted for ASD students based on an assessment of their needs. This provision and intervention can range from one-to-one in class support, academic and or pastoral mentoring and the implementation of learning aids. This is further supported by the Communication and Autism Team (CAT) if a formal diagnosis has been made.

Cognition and Learning:

At Key Stage 3, students identified as Specialist, Targeted+ or Targeted are provided with a Keyworker who coaches the student and provides daily one-to-one catch up sessions. Depending on the student's personal barrier to learning, this can be literacy and reading focused, numeracy focused or a combination of both.

At Key Stage 4, students who are identified as SEN may be eligible for access arrangements for GCSE examinations. This may include extra time in an examination, a scribe, a reader or a combination of all three. Students who may be eligible for access arrangements will have opportunities to work one-to-one with Assistant Teachers during Key Stage 3 and 4 as part of their normal way of working. We also have Academic Mentors who support students to ensure they make progress.

At Key Stage 5, students who have had access arrangements at Key Stage 4 for external examinations will be eligible for re-testing at Key Stage 5. SEN students can be referred for assessment by colleagues to the SENCO. At Key Stage 5 SEN students have a tailored programme of support based on their learning needs, which includes a variety of academic workshops. Some students are also appointed an Academic/Pastoral Mentor with whom they

can work one-to-one and meet with weekly. The Head of Sixth Form has responsibility for ensuring that students receive additional support where needed.

SEMH:

A personalised programme of support is provided for students identified as having SEMH difficulties. We have recently appointed a Teaching member of staff to work closely with the SENCO and SEN Team to work one-to-one with these students providing academic and or pastoral support.

Sensory/Physical Needs:

A Keyworker is appointed to students who require intensive one-to-one support. This member of staff works closely with external professionals and the Health care Assistant to ensure students are able to access all mainstream lessons. This is supported by external professionals working one-to-one with students from the Sensory Team or Physical Disability Support Service (PDSS).

All SEN Needs:

Students with additional needs at Specialist or Targeted+ level and those with very specific barriers to learning, receive a Keyworker within the SEN department. The Keyworker's role includes building a positive relationship with students and parents, monitoring and reviewing students' progress, using Person Centred Tools; the 'one page profile' and '4+1 Questions' and a 'Pen Portrait,' identifying learning needs, strategies and provision.

Specialist, Targeted+ and Targeted students receive in class support where required, providing opportunities for students to work in small withdrawal groups, pairs or one-to-one with an Assistant Teacher or their Keyworker.

All SEN students receive Quality First Teaching (QFT). Classroom practitioners are advised by the SENCO and SEN team of students learning needs and barriers and ensure that learning outcomes, tasks and resources are differentiated to ensure all students are able to access learning in mainstream classrooms.

Looked After Children (LAC):

Our designated Welfare Officer works closely with the Assistant Head Teacher responsible for LAC, ensuring LAC are supported.

What external professional services and organisations do PBII work with?

We work closely with a number of external agencies and experts in order to support our students:

- Communication & Autism Team (CAT) to deliver whole staff training, work with our designated ASD Keyworker and support individuals with an ASD diagnosis.
- The School Healthcare Assistant who provides additional support for our students with more complex medical conditions.

- A Registered and Chartered Psychologist, Educational Psychologist, Forensic Psychologist and ASD Diagnostic Specialist who Supports students identified in particular as having SEMH difficulties.
- Pupil School Support (PSS) who works closely with students with Moderate Learning Difficulties.
- The Physical Disability Support Service (PDSS) who delivers training to Keyworkers within school and supports individuals with Physical difficulties.
- The Sensory Support service who works closely with students who have Visual Impairments (VI)

What are our policies for identifying children and young people with SEN and assessing their learning needs?

Our Special Educational Needs Co-ordinator (SENCO) is Mrs G Patel.

gpatel@perrybeechesii.co.uk

Our Governor with responsibility for SEND is Mr Tim Day .

enquiries@perrybeechesii.co.uk

When colleagues suspect that a student may have undiagnosed or specific learning requirements, a SEN referral is made to the SENCO, Mrs Patel.

The Pupil School Support (PSS) service and Educational Psychologist supports PBII with SEN referrals and requests for Educational Health Care Plan (EHCP) assessments. External agencies, such as the CAT, PDSS and the Sensory Team will meet with individual students and provide specific advice once a formal diagnosis has been given.

Medical needs are assessed via our Healthcare Assistant, GP or Children's Mental Health Services (CAMHS). Health referral teams such as Occupational Health or Physiotherapy Therapy, PDSS, CAT or Sensory Support service are appointed directly by the NHS and Local Authority. Our designated Welfare Officer works closely with colleagues, external professionals and services to ensure students learning needs are appropriately assessed and met.

Transition:

The SENCO analyses Key Stage 2 data prior to Year 7 starting the new academic year to quickly identify learning difficulties. This is supported by additional information provided by Primary Schools on transition and Person Centred Review meetings where required.

Key Stage 3:

At Key Stage 3 students reading and spelling ages are tested by the school Literacy lead on a termly basis so that any learning difficulties can be identified, referred to the SENCO and addressed.

Key Stage 3 & 4:

At both Key Stage 3 and 4, end of year and termly data is used to assess and review SEN student's level of progress and attainment and is used to identify level of learning need, appropriate learning strategies and provision.

Key Stage 4 & 5:

At Key Stage 4 and 5 students are referred by colleagues to the SENCO for access arrangement assessment to ensure their learning needs are met in external examinations.

Specialist, Targeted+ and SEN students with specific needs:

Students complete a 'One Page Profile' with their Keyworker and this is used to write a 'Pen Portrait'. Students will work with their Keyworker and Classroom teachers where applicable to identify specific learning targets. External professionals and parents can also be involved in the target setting process. Learning targets are communicated to parents via the student passport. Targets are reviewed by the Keyworker and students at the end of each term and progress is communicated to students.

SEMH/Communication & Interaction Needs:

The SENCO and SEN Team work closely with Pastoral teams (Head Of Year, Deputy Head of Year and Form Tutors) to ensure early identification of SEN students who may have SEMH or Communication and Interaction needs. The SENCO will attend parental meetings, supporting the Pastoral team with SEN concerns. Pastoral teams will also regularly discuss concerns with the Designated Safeguarding Person (DSP), Healthcare Assistant and Attendance and Welfare Officer.

How do PBII consult with parents of children with SEN and involve them in their child's education?

At PBII we are committed to open and honest communication. Parents' views are regularly sought and every effort is made to consult and collaborate.

Contact between the SEN department and our parents, happens regularly through telephone conversations, informal discussions and pre-arranged meetings. In addition we hold:

- An SEND Additional Support Information Evening once per term.
- Annual Reviews for EHCP students as part of the Assess, Plan, Do, Review cycle.
- Consultation meetings prior to requests for EHCP or specialist assessment.
- Person Centred Reviews where required, involving student, parents and professionals who work with the student. These are led by our PSS worker.
- During KS2 transition the SENCO and or Deputy SENCO when necessary attends Person Centred Reviews or pre-arranged meetings with parents, student and Primary School Key Staff.

How do PBII consult with young people with SEN and involve them in their education?

All SEN students are encouraged to attend all parental and outside agency meetings and to attend the SEND Additional Support Information Evenings. Students who have a 'Pen Portrait' work closely with their Keyworker, completing a 'One Page Profile' and are involved in target setting and review where necessary. We endeavour to discuss provision and strategies with Specialist and Targeted+ students before they are implemented. The students views are considered at all stages of the 'Assess, Plan, Do, Review' cycle. Our respect agenda ensures that students feel comfortable and are able to freely express and voice their opinions and views.

How do PBII assess and review children and young peoples' progress towards outcomes and provide opportunities for parents and young people to be part of the assessment and review?

As part of the 'Assess, Plan, Do, Review' cycle, at PBII we conduct regular reading, spelling and academic assessments throughout the year to ensure that we effectively monitor progress and attainment. The data is reviewed by the Senior Leadership Team, Curriculum and Pastoral staff and the SENCO. This is then used to determine appropriate intervention strategies and provision. Reports are published for all parents termly and parents are encouraged to attend parents evening, where they have the opportunity to meet and discuss their child's progress, attainment and achievement with all school staff involved in their child's education and learning. Parents and colleagues can also request a student 'Snapshot' report at any time during the academic year where colleagues can report on achievement and barriers to learning. This is then shared with parents and used as a tool to determine future intervention and provision. We also use person centred approaches to ensure that both parents and young people are involved in the 'Assess, Plan, Do, Review' cycle, to ensure SEND students outcomes, both academic and social are being met.

How do PBII support children and young people in moving between phases of education?

Key Stage 2 to Key Stage 3:

We have a designated member of staff who is responsible for transition between Key Stage 2 and Key Stage 3. Throughout the academic year there is a range of in school events delivered by Curriculum staff to Year 5 and Year 6 students, enabling students to meet school staff, experience different subjects and familiarise themselves with the building. As part of the transition programme the SENCO, Deputy SENCO, Pastoral Staff and transition lead visit Primary schools and meet with students, parents and Primary SEND and Teaching staff. Yearly we hold open mornings and an open evening for parents and students. The transition process is supported further through a city wide induction day set by Birmingham City Local Education Authority and a 3 day Summer School during the summer holidays where students are encouraged to attend. Specialist, Targeted+ and Targeted students are quickly identified along with students with specific barriers to learning and are introduced to the SEND team and Keyworkers where required.

Key Stage 3 to 4:

At PBII Key Stage 4 students choose from a range of GCSE options. Students and parents are offered guidance and advice and are encouraged to attend the Guided Choices Evening. SEN students and parents are supported through the process by the SEND team, Curriculum and Pastoral staff, guiding them in making appropriate and achievable pathways.

Post 16 Transition:

At PBII all YR12 and 13 students are supported by the Sixth Form Teaching and Pastoral team, Senior Leadership Team and Mentors in making appropriate choices regarding employment, careers and higher education. Students are allocated a Mentor who supports them with academic writing and university applications. Students have the opportunity to visit colleges and universities. Dependent on the level of need, SEN students may have an Academic/Pastoral mentor who supports them on a daily/weekly basis.

How do PBII prepare students for adulthood?

At PBII we have a rich and varied curriculum which enables students to participate in a range of extra-curricular and enrichment activities. Through Form Time and Personal Social Health Education students engage in lessons and activities related to their ambitions, higher education, employment, independent living, participation in society and British Values. Assistant Teachers are attached to Year and Form groups ensuring SEN students have access to additional support during Pastoral activities.

How do PBII adapt the curriculum and learning environment of children and young people with SEN?

At PBII we provide opportunities for students with lower than average levels of literacy and numeracy to engage in daily 15 minute one-to-one coaching with a Keyworker. Keyworkers are assigned to work with Specialist, Targeted+ and SEN students with specific barriers to learning. Within lessons Assistant Teachers create opportunities for students to work in small groups inside or outside of the classroom. During whole class reading activities Assistant Teachers will work with individuals or small groups of SEN students to further develop their confidence. As part of Quality First Teaching, Teaching staff work with Assistant Teachers to appropriately differentiate learning outcomes and resources to match the students' needs.

As part of the 'STEP' programme the SEN department lead additional literacy and numeracy lessons targeting specific SEN students and their learning needs.

The curriculum is adapted at Key Stage 3 and 4, providing SEN students with additional numeracy and literacy lessons as part of their daily diet of lessons. The Key Stage 4 curriculum comprises of both GCSE and vocational subject options to ensure all students are able to achieve.

What training is provided at PBII for staff that support children and young people with SEN?

- The SENCO has recently completed The National Award for Special Educational Needs Co-ordinator and is awaiting confirmation of results.
- At PBII five of our full time Assistant Teachers hold either a Level 2 or 3 Supporting Teaching and Learning qualification and are working towards additional qualifications.
- All staff at PBII is due to attend the Level 1 Autism training provided by the CAT during the Autumn Term 2016.
- Assistant Teachers who were at PBII during the academic year 2015-2016 have engaged in training delivered by PSS- Cued Spelling and use of Literacy Continuums.
- Some Assistant Teachers have been trained by Renaissance Learning to support the delivery of the Accelerated Reader Programme.
- The Physical Disability Keyworker and SENCO has attended training provided by PDSS- Including Children with Physical Disabilities in Secondary School. This Assistant Teacher and SENCO is due to have training to deliver daily Physiotherapy during the Autumn Term 2016.
- Our School Centred Initial Teacher Training program provides opportunities for staff to attend a variety of training sessions delivered by experienced Teaching staff and the SENCO.
- The SEN team work closely with PSS and other external professionals to support teaching and learning strategies for targeted students.

How do PBII evaluate the effectiveness of provision made for children and young people with SEN?

Within the SEND department we follow the 'Assess, Plan, Do, Review' cycle. The effectiveness of interventions and provision is reviewed termly using a Person Centred Approach. SEN students who have a 'Pen Portrait' and set termly targets are involved in reviewing their progress with their Keyworker. The termly SEND Additional Support Information evening provides a platform for parents, students and staff to review progress and attainment and plan future provision and intervention. Whole school data regarding students attainment and progress is analysed by the SENCO and they work collaboratively with the Literacy lead and Mathematics team to identify appropriate provision and learning strategies.

Baseline data is used to review progress overtime.

Fortnightly SEND department meetings enables the SENCO and Assistant Teachers to meet regularly to discuss, review and evaluate targeted intervention and provision and individual SEN students' needs allowing opportunities for new strategies to be introduced or existing to be adapted.

The Assistant Teacher responsible for ASD students has recently begun carrying out student observations to provide data for students who have SEMH and Communication and Interaction Needs.

How are SEN children and young people able to engage in mainstream school activities?

Differentiated 'Quality First Teaching' allows for an inclusive approach to learning in all subjects, for all students. Collaboration and communication between Teaching and SEN staff is essential to ensuring all SEN students can access learning across the curriculum.

Our Respect agenda is central to the schools ethos, creating a safe and welcoming family environment where student voice is encouraged and students and parents work in partnership. Pastoral and PSHE lessons support student's social and emotional development.

At PBII students who display or have SEMH difficulties are identified and referred to the SENCO and SEMH lead. After assessing the level of need students may be allocated a Pastoral mentor who may meet with them both formally and informally. For students who have a more significant SEMH need, a network of people is created of people that the student can trust and openly communicate with on a daily basis, to discuss their views and concerns.

Who do I contact at PBII if I have a complaint about SEN provision my child is receiving?

Parents of children with Special Educational Needs and/or Disabilities with complaints, should, in the first instance, contact the school SENCO or a member of the Senior Leadership Team. We aim to address all complaints and concerns swiftly.