

SEND Information:

Erdington Academy SEND Vision:

Erdington Academy aims to meet the needs of all students with Special Educational Needs and Disability (SEND), in line with the guidance provided by the local authority. Through quality first teaching we strive to ensure all students, irrespective of their needs, make progress in all aspects of school life; academically, socially and emotionally.

What does “Special Educational Needs and Disability’s” mean?

The term ‘Special Educational Needs and Disability’ (SEND) is used to identify students who have needs which are ‘additional to and/or different from’ their peers.

There are four areas of SEND, these are:

- a) Cognition and Learning
- b) Communication and Interaction
- c) Social, Emotional and Mental Health
- d) Sensory and/or Physical Needs

What kind of Special Educational Needs can be met at Erdington Academy?

We are an inclusive school, which offers a variety of support to students with additional needs. The curriculum is differentiated (adapted) to meet the learning needs of students with SEND. Any materials provided to students are presented in an appropriate form in order for them to access the content. This includes providing a multi-sensory learning environment, which caters to a variety of learning styles.

Staff are supported to help SEND children access the curriculum through an Individual Pupil Profile (IPP). This document details the nature of the child’s needs and the ways in which teachers can support the students in lessons. All staff at Erdington Academy are teachers of SEND.

Whole Academy Provision:

All students attend lessons that are differentiated to meet the needs of groups and individual pupils in each class. This is supported through both behaviour management and personalised teaching strategies, which enable activities in lessons to be planned, delivered and pitched appropriately for individual students.

In order to tailor in class provision teachers may:

- Change the seating plan
- Adapt resources
- Provide additional structure to tasks
- Ask the student to use a Task Board
- Provide extension tasks to keep students engaged

Targeted Provision:

For student concerns that have been raised by staff or parents there may be a need to create a Pupil Passport or Student Target Plan.

A Pupil Passport enables teachers to access information that is personal to an individual student's learning, the information will allow teachers to know the best way to approach new learning or situations with students.

A Student Target Plan is specific to the needs of the student. A maximum of three targets are set and reviewed every term. Students are part of the process of setting and reviewing targets. Student Target Plans are sent home in a letter and via the parents' access page online.

A range of booster and intervention sessions can be in place to support a student at this level in order to accelerate progress.

Specialist Provision:

There is a range of specialist provision at Erdington Academy, provided by specialist trained staff both in school and through external agencies.

In the academy we deliver:

- Gross Motor Skills Groups
- Social Skills Group
- Alternative Curriculum

External agencies that support in the academy are:

- Student and School Support
- City of Birmingham Schools Outreach Team
- Educational Psychologist

- Communication and Autism Team
- Forward Thinking Birmingham
- Dare to Dream Mentoring
- Debate Mate
- Sensory Support Service (For Visual and Hearing Impaired)
- Speech and Language Therapists
- Social Workers
- Barnados
- Advocacy Matters

How does Erdington Academy identify and access pupils with additional needs?

The Academy identifies the individual needs of pupils through a variety of methods. These include:

- Transition documents from Partner Primary schools
- Observations
- Referrals from Teaching Staff
- Data analysis of pupil progress
- Specialised assessments carried out by external agencies
- Changes in a pupil's behaviour
- Concerns of parents/carers
- Referrals from the Pastoral Team (to the Student Support Forum)

A student at Erdington Academy that has been identified as having additional needs that require support will receive a tiered approach of intervention. Initial assessments are carried out to identify areas of specific need before appropriate boosters or interventions are put in place.

At Erdington Academy, support for pupils with additional needs can be administered through one or more of the following:

- Increased in class provision
- Literacy and/or Numeracy Interventions

- Counselling/Mentoring
- Observations from Professionals (Pupil Support Service, Educational Psychologist, Communication and Autism Team, City of Birmingham School)
- Gross Motor Skills Groups
- Tailored Homework Club provision
- Social/Emotional Programmes in the Learning Zone
- Alternative Curriculum offers
- Specialist support (eg. Dyslexia support, ASD support, ADHD support)

How will I know how well my child is doing?

There are a range of ways to identify how well your child is doing in the academy, these include:

- Attend Parents Evenings
- Attend 'Meet the Headteacher' evenings
- Monitor your child's use of Show My Homework
- Read your child's report
- Contact from the Head of House/Form Tutor

How can I support my child's learning?

- Check your child is completing his/her homework using the Show My Homework App
- Check and sign your child's planner every week
- Regularly check the academy website
- Encourage your child to attend extra-curricular clubs
- Ensure your child is reading for about 20 minutes per day
- Follow advice and support given by staff and external agencies
- Attend Parents Evenings
- Attend any meetings set for your child

What extra-curricular activities are there available for students with additional needs?

Erdington Academy supports a range of extra-curricular activities that are available to all students.

In addition to the extra-curricular opportunities offered, there are a range of clubs that are specific to students' needs these include:

- Breakfast Club (Every Morning)
- Gross Motor Skills (Tuesday After-School)
- Homework Club (Tuesday, Wednesday and Thursday After-School)

Who is the SENCO? What are their roles/responsibilities?

Mrs A Heath is the SENCO at Erdington Academy. Her role is to ensure that students with needs additional to and/or different from the needs of their peers are met. She attends all Parents Evenings.

It is essential that Mrs Heath has up-to-date information on your child's needs. Therefore, any information from health professionals, such as Forward Thinking Birmingham, must be forwarded to Mrs Heath.

If you have any concerns contact her through the academy number on 0121 373 1080 or email her on a.heath@erdington.fmat.co.uk

What specialist support can Erdington Academy offer?

As a mainstream provider, the Academy is able to provide additional support to pupils in mainstream lessons through interventions aimed at accelerating progress with the support of teaching assistants.

Students in Year 7 working below National Curriculum Level 3 in English and Maths can be supported through the adapted curriculum within our 'Skills School', a class focused on accelerating Literacy and Numeracy Skills.

In Year 8 pupils working below National Curriculum Level 3 continue to be supported through targeted support.

Students in Year 9 who continue to require additional support to access the curriculum will access their education through the Flexible Learning Tier. This will enable students to access a curriculum tailored to practical learning to promote speaking and listening as a gear to enhancing learning.

What involvement due to pupils have with their education?

Ensuring your child is happy with the support strategies that are used is key to ensuring these strategies are successful. Many planning meetings based around meeting the needs of your child will require both you and your child to be involved in the decision making process. Your child will need to:

- Record homework in their Planners
- Take responsibility for completing and handing in homework
- Talk to staff when they have a problem
- Access Student Leadership opportunities

What support is available for pupils with additional needs when transitioning to/from other provisions?

Transition from Primary Schools:

- Information is requested from Primary Schools
- SENCO meetings with Primary Schools
- Transition Day for Year 6 in the Summer Term
- Extra Transition Days for key students

Transition to Post-16 Education:

- Meetings with the Careers Advisor in school
- Options evenings (Available to Year 8/9)
- Transition meetings with relevant colleges

If I have a complaint who can I talk to?

In the vast majority of cases, concerns can normally be resolved by speaking to the SENCo. If the issue is not resolved, it can be escalated through the school's complaint procedure, available on our policies page.

If you wish to make a complaint, follow these steps in order. Move on to the next step if your complaint is not resolved.

1. Talk to the academy's special educational needs co-ordinator (SENCO).
2. Follow the academy's complaints procedure.
3. Complain to your [local authority](#). For further information on Birmingham's Local Offer in the local area please visit: <https://childrens.mycareinbirmingham.org.uk/>