

At Erdington Academy, we provide an inclusive environment for all students.

Our SENDCo is Ms Hunt who can be contacted as follows:

Tel:

Email: j.hunt@erdington.fmat.co.uk

Assistant SENDCo – Ms Reynolds

Email: e.reynolds@erdington.fmat.co.uk

How to get advice

If you think your child requires additional support, Ms Hunt can advise you on who to contact or the next steps which need to be taken. You can also contact Parent Partnerships Service (**0121 303 8461**) for further support.

Further SEND services can be found on Birmingham County Council's website.

Guidance and FAQs

What should I do if I think my child has special educational needs?

Initially speak with your child's Form Tutor or classroom teachers and explain your concerns. You may choose to speak with the SENDCo, Ms Hunt, who will contact you to discuss your concerns and can help to explore a range of strategies to support your child.

How will the school respond to my concern?

We will listen to your concerns and investigate and discuss the situation. If a longer meeting is needed, this will be arranged. If the SENDCo feels

that the issues are more pastoral, or curricular, then it is likely that referrals will be made to relevant staff. Your concerns will be looked into over an agreed length of time, with the sharing of information between school and home. A follow-up meeting may then be organised to review the progress made and discuss the next steps to take.

How will school decide if my child needs extra support?

The decision will be made by the SENDCo after gathering information from class teachers and in-school tracking systems and may involve your child having an assessment/intervention programme by an outside agency. You and your child will be involved in deciding the next steps; in setting individualised targets and in monitoring impact.

What will the school do to support my child?

Every student at Erdington Academt has tailor-made targets to suit their individual needs. If we decide that your child has SEND issues then we will start a cycle of Assess> Plan > Do> Review where we will identify, through assessment of need, and agree upon specific, time measured SEND targets for your child to work towards. These will be recorded on a Learning Plan which will be reviewed regularly and will be impact driven. Additional support may be organised by a Form Tutor, regular class teacher or other members of staff, or there may be in-school intervention sessions led by a trained Teaching Assistant (TA or HLTA). This may involve your child participating in individual, or small group work sessions or could involve using specific resources/strategies to enable full access to the regular school curriculum. The Learning Plan will be revised at least termly, or three times a year during a Structured

Conversation/Review Meeting which may take place as a face to face meeting, over the phone or via email.

Who will support my child in school?

Your child will be supported by:

- Class teachers
- Teaching assistants working within class
- Form tutors
- Learning mentors
- Support staff – including the First Aiders
- Outside agencies

What training and experience do staff have for the additional support my child's needs?

The SENDCo and her team have attended a variety of training courses to suit her role in school, including training in Autistic Spectrum Disorder, Sensory Impairment, Medical Conditions, Sensory Impairment and Dyslexia, amongst others. Both the SENDCo and assistant SENDCo also have well-established, close working relationships with a team of outside agency professionals who provide specialist support, advice and guidance. Staff have had training in Sensory Impairment disorders, literacy difficulties and Autistic Spectrum Disorders, with TAs being trained in paired reading, dyslexia support and ASD. Currently the team are having further training so they are able to do numeracy support as well. We also have staff who have been trained in supporting students who have experienced grief and loss and in supporting students with a

range of mental health issues and who liaise regularly with a team of health workers.

Who else might be involved in supporting my child?

Where appropriate, outside agencies will be asked to support your child and the staff who work with them.

These include:

- Educational Psychologist – June Richards
- Lead Practitioners – led by Ms Simone Mabbett
- Speech and Language Therapist – Leona Blake
- Occupational Therapist – Katie Green
- Communication and Autism Team – Keshia Hamilton
- School Nurse
- Community Paediatrics
- Targeted Youth
- Child and Adolescent Mental Health Services (CAMHS)
- Malachi

What support will there be for my child's emotional and social well-being?

The emotional and social well-being of your child is of great importance to us at Erdington. If there are any difficulties with this, the first 'port of call' should be a Form Tutor, closely followed by support from our Achievement Coordinators who can, where appropriate, put

additional intervention (individual or small group) in place to help your young person with their emotional and social development.

We work closely with outside agencies to support students with emotional and behavioural needs if this is necessary. The school rules and our positive discipline system, are consistently used to support good behaviour in school.

How will my child be able to contribute his/her views and be involved in the process?

Your child will be expected to contribute to the cycle of 'Assess > Plan > Do > Review' at all stages and their views will be taken in to account at all review meetings. After all, we are providing support for their needs, so it is essential that their voice is heard and that the process is personalised and reflects their true desires and needs as much as possible. We may gather their views in a variety of ways, depending on age, ability and need. For example they could participate actively during the meetings; engage in discussions with nominated teachers or another adult who works with them in class; discuss their preferences with parents or share their thoughts and feelings through written accounts or social stories.

How will the curriculum be matched to my child's needs?

Students of all abilities and needs are able to access the full curriculum and be supported and challenged by their teachers. It is the teacher's role to differentiate, which means to amend or edit the work to make it suitable for learners of all abilities. Teachers are expected to support learners with a range of learning needs as a matter of course and

deliver quality first teaching. A TA or HLTA may be present in your child's lessons and your child may access some support and intervention from the TA, but this should be led by the teacher and will not usually be on a 1:1 basis. ICT is used regularly to enhance our curriculum. Classroom layout, including seating arrangements, displays and groupings of students is likely to be used to support every student with their individual needs. Quality Assurance of differentiation occurs through lesson observations, work sampling, student pursuit, and student feedback. If your child needs support over and above that which the teacher is able to provide in class, additional individual or group intervention work will be offered. This could be with a teacher, a TA or an outside agent.

What opportunities will there be for me to discuss my child's achievements?

How will I know how my child is progressing?

Your child will have Attainment and Progress Checks in an academic year. This is where you will receive formal documented feedback about progress from every one of your child's teachers. All teachers welcome communication over any concerns you may have over their young person's progress. We hold a yearly parents' consultation evening, in order to discuss and review your child's progress and attainment face to face. A follow up meeting may be arranged if time is an issue. In some instances – when agreed by school and parents and the usual medium of communication via the Planner is deemed insufficient – a home-school communication book may be used to assist the home-school partnership for the benefit of the young person. It is sometimes

useful to maintain regular email and/or telephone conversations if more frequent contact with home is necessary.

How does the school know how well my child is doing?

We constantly track student progress. We formally measure the amount of progress made three times yearly and measure how their attainment compares with age related and academic expectations. Any students working significantly below age expectations are assessed. This enables us to measure small steps of progress, and set appropriately challenging specific targets. We also assess students using standardised assessments (such as Reading and Spelling Ages), teacher assessments and CATs. All of these are used to provide a clear and detailed picture of your child's progress and attainment.

How will my child be included in activities outside the classroom, including school trips?

There is a working area in the library and homework clubs for your child to work quietly on homework after school until 4.00pm from Monday to Friday. There are also many various different clubs and activities which are provided for the benefit of all students which take place during lunch times and after school. We have a varied programme of school trips, including trips related to current topics and other curriculum areas. We ensure that we have enough adults on trips to enable all students to take part and provide TA support if physical or medical support is required.

How accessible is the school environment?

The school is not entirely accessible to wheelchairs. Several classrooms are wheel-chair accessible and there are two disabled toilets in school. We carry out regular accessibility surveys to ensure that problems are minimised. Specialist equipment and resources are used to support student needs as necessary.

How will the school prepare and support my child to join the school?

We organise a series of events for students at transition, including our scheduled Transition days and bespoke transition visits/programmes of visits if these are required. Our TAs visit as many local primary schools as possible prior to the Transition Week in order to liaise more closely with Y6 teachers and to complete a pen portrait and provide us with essential transition information about the SEND needs of individuals. For students starting at other times of year, or in other year groups, we encourage you to look round, and – if possible – organise for your child to spend an afternoon in their new class getting to know the adults, the other students and our routines. If your young person has SEND issues then we recommend an additional transition meeting to take place with the SENDCo prior to starting at Erdington Academy.

How will the school prepare and support my child to transfer to a new setting/school/college?

We work closely with our students at transition points and provide a personalised plan of Careers Support and Guidance to those who need it. All of our students will have a Careers appointment with our Careers Officer.

How can I be involved in supporting my child in school?

We encourage all parents to be actively engaged in supporting their child's education. You could continue to encourage them to read widely and provide a quiet and supportive environment for them to complete their homework in. You could support your child by encouraging them to plan and proof read their work carefully and help them with their learning for tests and exams. Your child will have a homework diary issued at the start of the year and this provides an ideal opportunity for you to be directly involved in monitoring and supporting home learning tasks. Your child's individual targets will be shared with you, along with ways for you to support achievement.

What further information is there about particular SEND needs?

INSERT links to booklets.