



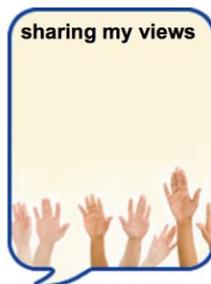
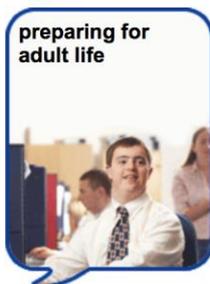
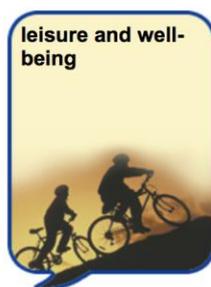
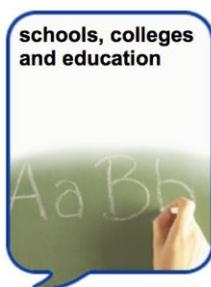
Perry Beeches IV

The Free School

SEND Provision

SEN Information Report

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At Perry Beeches IV we believe that all of our students are entitled to an outstanding education, one that is appropriate to their needs, promotes high standards and generates high aspirations.

SEN INFORMATION REPORT – September 2016

At Perry Beeches IV The Free School, we are committed to working with all members of our school community to support the learning and progress of our students. We believe that all of our students are entitled to an outstanding education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

Within an inclusive 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.

Although we are not maintained by the Local Authority we are supported by Birmingham City Council's Local Offer and their team of experts. We would welcome your feedback and will review this report annually to ensure the content is accurate. If you would like to be involved in the next review, or would like more information about SEND at our school please contact:

Head Teacher

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SENCo

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Lead Governor for SEN

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Who are the best people to talk to at PBIV about my child's difficulties with learning (SEND)?

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

The Educational Psychology team and Pupil Support Services support PB IV in requests for EHCP assessments. Similarly, agencies such as the Communication and Autism Team will meet with individuals and provide specific advice once a formal diagnosis is given.

Medical needs are assessed via School Nurse, GP or Children's Mental Health Services (CAMHS). Health referral teams such as physical therapy or sensory support service are appointed directly by the NHS and Local Authority.

Students' reading ages are tested on a termly basis, so that any issues can be quickly identified and addressed.

Pastoral teams (Head of Year and Deputy Head of Year) regularly discuss concerns that are social, emotional or mental health with the SENCO, the Designated Safeguarding Lead, the Healthcare Assistant and the Attendance & Welfare Officer.

How have you made PBIV accessible to children with SEND?

Differentiated 'Quality First Teaching' allows for an inclusive approach to learning in all subjects, for all students. Year 7 students with SEND are allocated a 'student buddy' to help with transition, give advice and reduce any anxiety.

Our school's **Accessibility Plan** and [SEN Policy](#) are also available on our website.

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ASSESS

How we assess a student's needs.

A student entering Perry Beeches IV School comes with certain information from their previous school. This information could be a need that has been identified by the previous school and the student may have an Education Health Care Plan, or it may just be that the student has a certain way of learning that may be different to other students. Throughout their life at Perry Beeches IV their learning is assessed each half term so that support can be identified for any student who is not making the expected levels of progress. In addition teachers or support staff working closely with the students may raise a concern regarding the learning or progress of the student.

There are many reasons why a student may not progress at the expected levels and some of these may not be easily apparent. We liaise closely with parents so that we can look and assess the whole student and not just the student we see during school hours.

If the student is deemed to require additional support then they are added to the SEN Register which is reviewed on a termly basis. In addition students of concern are discussed at the weekly meeting of the support staff.

How will you measure the progress of my child at PBIV?

Within the SEND department we assess, plan, do and review the learning progress of students in order to provide effective interventions. Regular reading age tests provide data that allows us to evaluate the literacy provision. Observations and key worker meeting provide data for social, emotional and mental health targeted outcomes

At PB IV we conduct regular reading tests and academic assessments to monitor progress and determine where support is required. Each parent/carer receives regular reports about their child's achievements. We use a person centred approach and reviews are held for our SEND identified students to ensure outcomes both academic and social are being met.

What should I do if I have a concern about my child?

Please contact the school. You may want to have an initial discussion with your child's form tutor who will refer your concerns to the SENCo if it is warranted or you can contact the SENCo directly. Please be reassured that your concerns will be dealt with sympathetically and only details of any agreed support will be shared with other staff.

If your concern is regarding your child's behaviour then the pastoral team will be the first line of support for your child. You can find details of our Pastoral Team in the section "**DO**".

What happens if my child is unwell at school?

Students who are unwell are sent to the medical room to see the health and welfare officer. She will then assess whether the student is too ill to stay in school and will contact parent/carer. If your child has a medical condition that requires the administering of medication we will discuss this with you and create an agreed plan to enable this to happen.

Can my child access all areas of the learning environment?

Perry Beeches IV opened in September 2014 and therefore all equipment and the environment is new. The refurbishment has been completed to a high standard and meets the requirements of the Disability Discrimination Act 1995. Our [Accessibility Policy](#) is available here

PLAN

What are the different types of support available for children with SEND at Perry Beeches IV and who will support my child?

Our committed SEN department consists of a

- A Qualified SENCo,
- Two full time Lead Practitioners,
- Three full time Assistant Teachers,
- One part time Assistant Teacher,
- One Health and Welfare Officer,
- One part time Behaviour and Safety Officer.

This group of individuals are highly qualified and experienced. The SENCo has the PGCE SENCo qualification; two of the Assistant Teachers are currently studying their Foundation Degree, one is studying their Level 3 qualification and the Behaviour and Safety Officer has several years' experience in a special school that caters for students with moderate learning difficulties.

Level 1 Autism training is being undertaken by all staff in November 2016.

Whilst we do not have a specialist resource base, we are able to support students with a range of SEN, including autistic spectrum, speech and language difficulties, moderate learning difficulties and sensory/physical needs.

Many of our younger students receive one-to-one support with literacy and reading catch-up. Students are given a personal coach who will deliver daily reading sessions, using a multi-sensory workbook.

Looked After Children (LAC) are identified by the LEA's LACES team and supported in school by our designated teacher and the Welfare and Attendance Officer. LAC Students receive a Personalised Education Plan (PEP) review every three months.

Students with additional needs receive a Keyworker within the SEN department. The Keyworker's role includes building a positive relationship with pupils and parents, monitoring the pupil's progress and reviewing the students 'Individual Learning Journey' of strategies and specific needs.

In addition we work closely with a number of external agencies to enable us to extend the type of support we can offer:

- Zoe Atori from the Communication & Autism Team (CAT) to deliver whole staff training and support individuals with an ASD diagnosis

- The School Nurse Service and specialist nurses provide additional support for our students with complex medical conditions
- Annabel Evans from Pupil Support Services (PSS) works closely with students with moderate learning difficulties.
- Frank Furlong ACPAS Ltd Educational Psychologist
- The LEA's LACES team provide specific support for Children who are Looked After (CLA)
- Mosaic Mentoring

In addition we have access to other professionals to help support and guide both our staff and students.

How are the teachers at PBIV supported to work with children with an SEND and what training do they have/receive?

Staff at PB IV have Level 1 Autism training provided by the Communication and Autism Team. Some staff have had specific training in Precision Teaching, Phonics and a targeted numeracy program. Staff work closely with PSS to support and improve teaching and learning strategies for targeted students.

The school has one lift, as we operate over four floors, along with specific disabled toilets located around the site.

DO

Our Pastoral Team

Each student has a form teacher, supported by another member of staff who meets with their form twice a day and they would be the first people to pick up any issues with a student. In addition each Year group has a Head of Year and a Deputy Head of Year who work to support the form tutors. They will focus on any students who are exhibiting particularly challenging behaviour.

In Perry Beeches IV we focus on positive behaviour and rewards. Students are encouraged to earn merits and these are counted on a weekly basis and are put into a league table against other forms in the Year Group. There are additional rewards at the end of each term for students with 100% attendance and punctuality and no sanctions.

What type of support will be given to my child?

At Perry Beeches IV we have created our own Individual Education Plan called an Independent Journey to Success. In a discussion between student, parent and assistant teacher each student is set three targets to complete. This is reviewed at the **SEN surgery** (more details can be found in the Review section)

These are some examples of strategies currently being used:

Literacy support - through the use of "toe by Toe"

Reading support- through the use of Accelerated Reader

Numeracy support – through the use of "Power of 2"

Small groups where possible

Assistant Teacher Support focussed in the three core subjects of English, Maths and Science

Mentor provision

Anger Management

How will the teaching be adapted to meet my child's learning needs (SEND)?

We provide specific group work within a smaller group of children. This group may be run in the classroom or outside. It is supported by a teacher or an Assistant Teacher. The SEND department have a 'safe' place that provides a quiet environment for students with SEND. Teaching staff work with Assistant teachers to adapt the curriculum for specific students to ensure curriculum accessibility.

At PB IV, each SEND student is allocated a key worker from the Assistant Teacher team. They then work with the student to produce an 'Individual Learning Journey to Success' which is disseminated to all teaching staff. Subject specialist teachers provide tailored classroom teaching, also known as 'Quality First Teaching'. This is often strengthened by the Assistant Teacher who supports learning in classrooms. Progress is monitored by a tracking system that sets ambitious and personalised targets, which are reviewed each half term.

How will PBIV support my child with their emotional and social skills development?

AT PB IV we provide targeted support through a mentoring approach. Students are encouraged to develop their emotional and social skills using personalised targets and a specific development program. SEND students have a key worker which they meet with on a regular basis to discuss views and concerns.

Who are the other people providing services to children with a SEND in PBIV?

PB IV work with PSS (Pupil and School Support), CAT (Communication and Autism Team) and EPS (Educational Psychology Service). We involve these services to support individuals who require specialised interventions and support for both families and the school.

My child is in Year 6 what support is there for transition to Year 7?

SEND staff from PBIV make Year 6 Summer visits to support the transition from Primary to Secondary School. This process is strengthened by detailed conversations between the student's current teacher, Parent/Carer and PBIV SENCO.

Perry Beeches IV School has links with the local Primary Schools and Year 5 and 6 students may have already visited the school and met staff on one of the various activity sessions run by our staff and students. All Year 6 students are visited at their Primary School by a member of staff to discuss any concerns they may have, many Primary Schools also invite parents in to attend this meeting.

We then offer the chance to come into school with a member of staff from the Primary School and to walk around with one of the Lead Practitioners to start building a positive relationship. This can be repeated, and adapted according to the needs of the individual student.

In addition we run a Summer School providing the opportunity for students to gain more familiarity with both staff and the new learning environment.

In the first academic term, SEND students receive additional induction/transition support from their allocated Assistant Teacher (Key worker).

How will you support my child when they are preparing to leave PB?

Regular transition meetings will happen between the SEND department and chosen education provider during Year 11 to ensure students are best prepared to make the step in to further education or training.

REVIEW

How will I know how well my child is doing?

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

At Perry Beeches IV School we send a termly report home. This report indicates:

- Academic achievement of your child
- Attitude to learning
 - Behaviour
 - Effort
 - Classwork
 - Homework

- We have an annual Parents Evening providing you with an opportunity to speak to each of your child's subject teachers.
- In Year 8 we offer an extra evening to discuss your child's progression to Key Stage 4.
- Every half term we invite parents of students who have Independent Journey to Success targets to come to an SEND Surgery to review the progress against the targets and create new ones as needed.

How do you know if the support is effective?

Every half term teachers provide the working at levels for all students they teach. This indicates whether a student is making the expected amount of progress. This information will indicate whether the support has worked, needs to continue or is having no effect. Where required the behaviour data of the student is also consulted.

The SEN team meet on a weekly basis and students of concern are discussed. This enables us to respond very quickly to a student who may need some additional support.

My child has an Education Health Care Plan (EHCP) or Statement of Special Education Needs how is this reviewed?

An Education Health Care Plan or Statement is reviewed on an annual basis. The student and the Parents/Carers are sent a form to collect their views which is then brought to the

annual review. This is attended by the student, Parents/Carers, SENCo and any other professional who may have been working with the student. If there are concerns about the requirements outlined in the EHCP or Statement then an early review can be undertaken.

How will PBIV involve my child when making decisions about their SEND support?

Students are encouraged to attend all parental/outside agency meetings and their views are considered at all stages of the 'assess-plan-do-review' cycle. This year we are increasing student voice opportunities for students with additional needs through an SEND representative group and questionnaires

At PB IV we conduct regular reading tests and academic assessments to monitor progress and determine where support is required. Each parent/carer receives regular reports about their child's achievements. We use a person centred approach and reviews are held for our SEND identified students to ensure outcomes both academic and social are being met.

Complaints Procedure

Parents of students with Special Educational Needs and/or Disabilities with complaints should, in the first instance, contact the school SENCo or the Head Teacher. We aim to address all complaints and concerns swiftly and in line with the [Complaints Policy](#) of the School.

Birmingham City Council Local Offer.

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

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

www.mycareinbirmingham.org.uk

Call: 0121 303 1888 or email: senar@birmingham.gov.uk