1. **What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?**

In school we make provision for students who have any of the needs in the table below. We know that some students will have difficulties in more than one area and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each student.

All students in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the student or young person is working at, and may include some level of adult support.

<table>
<thead>
<tr>
<th>Types of need and what that could look like</th>
<th>Examples of support available in our school</th>
<th>How we check it is working</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition and Learning</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Students and young people who find learning, thinking and understanding harder than most other students | • Teachers change what they are teaching or the way they teach to help the student learn more with the rest of the class  
• Extra support can be given in a small group by an adult to help the student learn the things they find difficult  
• Extra support can be given to the student by an adult for a short time each day to help them learn skills  
• Individual targets set to help show what the student needs help with  
• Access to specialist support from a teacher or other professional | • Look at the targets set to see if the student or young person has achieved them  
• Talk to adults who have worked with the student  
• Talk to parents  
• Talk to the student  
• Use the school tracking system to see how much progress the student has made  
• Have meetings with other staff in school to talk about how the student is learning  
• Ask other professionals to work with the student to check on the progress made |
| Some of the things students and young people with these difficulties might find difficult are:  
• Take longer to learn important skills  
• Find it difficult to remember things such as the important words for reading and times tables  
• Find it hard to understand how to use letter sounds to read and spell words  
• May need more time to think about their answers | | |


### Communication and Interaction

Students who find it difficult interacting with the people and world around them

Some of the things students with these difficulties may find difficult are:

- Talking to adults and other students especially in a group
- Talking about a topic they haven’t chosen to talk about
- Making friends or keeping a friendship
- Following rules made by someone else
- Dealing with changes
- Dealing with noises, smells, or other sensations around them
- Saying the things they are thinking
- Understand what other people mean when they are talking

- Teachers change what they are teaching or the way to help the student learn more with the rest of the class
- Use support programmes designed to help the student build communication and interaction skills
- Get advice from professionals to support staff working with students
- Provide a ‘safe haven’ for those students that find lunchtime, or breaktime difficult
- Observations of the student to see if they are communicating or interacting differently
- Look at the targets set to see if the student has achieved
- Talk to adults who have worked with the student
- Talk to parents
- Talk to the student

### Social, Emotional and Mental Health Difficulties

Students who find it difficult to manage their emotions and behaviour in a way that affects their daily life

Some of the things that students with these difficulties might find challenging are:

- Get advice from professionals and specialist staff trained in school to give advice to adults working with the student
- Extra support can be given in a small group by an adult to help the student learn about how to help themselves
- Extra support can be given to the student by an adult for a short time during the day to
- Observations of the student to see how they are coping in school/lessons
- Talk to adults who have worked with the student
- Talk to parents
- Talk to the student
<table>
<thead>
<tr>
<th>Their everyday life</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Following rules set by others</td>
<td></td>
</tr>
<tr>
<td>- Sitting still for long periods</td>
<td></td>
</tr>
<tr>
<td>- Listening and following instructions</td>
<td></td>
</tr>
<tr>
<td>- Understanding how they are feeling</td>
<td></td>
</tr>
<tr>
<td>- Making friends</td>
<td></td>
</tr>
<tr>
<td>- Dealing with their difficulties in a way that does not cause harm to themselves or others</td>
<td></td>
</tr>
<tr>
<td>- Taking responsibility for the things they do</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>let them talk about the things that upset them</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Individual targets set to help show what the student needs help with</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensory and/or Physical Needs</th>
</tr>
</thead>
</table>

Students who have a disability that may make it difficult for them to manage their everyday life without some support.

This may be because of hearing or visual difficulties or other medical needs.

Some of the things these students may find difficult are:

- Hearing what others in the school and classroom are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Taking medication without adult support.

<table>
<thead>
<tr>
<th>Professional advice from specialist staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Support from outreach services such as the hearing or visual impairment teams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observations of the student within the school environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Talk to adults who have worked with the student</td>
</tr>
<tr>
<td>- Talk to the parents</td>
</tr>
<tr>
<td>- Talk to the student</td>
</tr>
</tbody>
</table>
2. **How does the school identify and assess Special Educational Needs?**

In school we use a variety of different ways to assess whether a student has Special Educational Needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the student
- Specialised assessments carried out by members of the school’s support services
- Information from previous school
- Results from end of Key stage assessments
- Discussions with adults who work with the student

3. **How do the school know how much progress is being made by students with Special Educational Needs?**

The progress of all students, including those with special Educational Needs is tracked using the school’s assessment system. Students are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum based or standardised tests. The progress each student is making is discussed at Education Engagement days, parents’ evenings and progress review meetings.

4. **What extra-curricular activities can a student with Special Educational Needs access at school?**

All students have access to our extra-curricular activities. These include Breakfast Club, Lunch Club and Homework Club.

5. **Does the school have a Special Needs Co-ordinator? If so who are they and how can someone get in touch with them?**

Our school has a Special Needs Coordinator –usually referred to as the SENCo –Miss Gillian O’Reilly. We also have an Assistant SENCo –Mrs Lyn Jervis.
If you would like to talk to them you can contact them via the school telephone number 464 4643 or by email enquiry@stacs.bham.sch.uk

6. What training does the staff in school have in relation to Special Educational Needs?

Various staff have been trained in TAMHS, Team Teach, ASD Level 2/3 Behaviour Management, differentiation

7. How do the school get more specialist help for students if they need it?

School works closely with the following people to support students who may need specialist help

<table>
<thead>
<tr>
<th>Agency or Service</th>
<th>Who they work with</th>
<th>How school works with them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Autism Team (CAT)</td>
<td>Students who have a diagnosis of Autism. They also provide support for families</td>
<td>School have an allocated worker who will work with students after a parent or carer has agreed to the referral.</td>
</tr>
<tr>
<td>Educational Psychology Service (EPS)</td>
<td>Students with complex needs which are a barrier to learning. An Educational Psychologist will always be involved in the assessment of students for an Education, Health and Care Plan (EHC)</td>
<td>School has an allocated worker who will see the student after a parent or carer has agreed to the referral.</td>
</tr>
<tr>
<td>Pupil and school Support (PSS)</td>
<td>Students who are working below the level expected for their age. PSS also work with staff to offer support, advice and training.</td>
<td>Pupil and School Support visit school regularly. Parents and carers will be informed if they are to see your child.</td>
</tr>
<tr>
<td>Sensory Support Service (SSS)</td>
<td>Students who have a diagnosed hearing or visual difficulty</td>
<td>Students are referred by medical practitioners following diagnosis.</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Family Support Worker</td>
<td>Families where emotional or social support is needed</td>
<td>Student and their family are referred by school when parents /cares are in agreement that support is needed.</td>
</tr>
<tr>
<td>Child and Adolescent Mental Health Service (CAMHS)</td>
<td>Students who are experiencing emotional or mental health difficulties</td>
<td>Student is referred following agreement of parent or carer</td>
</tr>
<tr>
<td>Child Development Centre</td>
<td>Students who may need support for medical conditions eg ADHD</td>
<td>Student is referred following agreement of parent or carer</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Students with a medical need eg diabetes or where medication needs to be taken in school.</td>
<td>Parent contacts Mrs Hickey on the school number 464 4643</td>
</tr>
</tbody>
</table>

8. **How are the parents of students with Special educational Needs involved in the education of their child?**

School aims to involve all parents in the education of their children and in partnership with school. We aim to do this by:

- Parents evenings
- Education Engagement and review days
- Show my homework online
- School Planner
- Information on the school website
- The Friday Letter
- Education evenings
- Parents Forum
- Annual Review of Statement

9. **How are students with Special Educational Needs involved in their own education?**
School aims to involve all students in their own education. For students with Special Educational Needs we use a variety of strategies to support this including

- Person Centred Reviews
- Education Engagement and review days
- Self-assessment at the beginning and end of learning
- Ensuring the student has a designated adult to go to if they need help
- One page profiles
- Mentoring

10. If a parent of a student with Special Educational Needs has a complaint about the school, how does the Governing Body (or proprietor) deal with the complaint?

If you have a complaint about school please contact Mr Richard Smith in the first instance and we will do everything we can to solve the problem. Our school and Local Academy Committee take complaints seriously and our Local Academy Representative is Mrs Valerie Ashford. We will listen to your concerns and aim to reach decisions in partnership with the students, staff and parents. However, school will follow the complaints policy as laid down in school complaints procedure.

11. How does the Local academy Committee involve other people in meeting the needs of pupils with Special Educational Needs?

Mrs Valerie Ashford is the Local Academy Committee Representative. Her job is to meet with the SENCO regularly. In these meetings the Mrs Ashford makes sure that the students are being supported by the right people inside school and from the best outside agencies. In addition, the Head Teacher and SENCo have to give a report to Mrs Ashford twice a year. This report is shared with all the Local Academy Representatives so that the whole Local Academy Committee is aware of how Special Educational Needs are being supported in school and how well this support is working.
### 12. Who are the support services that can help parents with pupils who have Special Educational Needs?

<table>
<thead>
<tr>
<th>Agency</th>
<th>How they support parents</th>
<th>How to contact them</th>
</tr>
</thead>
</table>
| The Special Educational Needs and Disability Information advice and Support Service | SENDIASS exists to provide advice and information to parents and pupils in Birmingham. This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful | Email address: sendiass@birmingham.gov.uk  
Website: [http://www.birmingham.gov.uk/sendiass](http://www.birmingham.gov.uk/sendiass)  
Telephone: 0121 303 5004                                                                                      |
| Think Family                                                           | Support for parents and students with complex issues impacting on family life                                                                                                                                             | School would make a referral if the family meet the criteria                                           |
| Family Support Worker                                                  | Support for parents and students to help address issues impacting on family life                                                                                                                                         | School would make a referral                                                                            |
| Communication and Autism Team (CAT)                                   | Support for parents with a child diagnosed with ASD                                                                                                                                                                       | Information from CAT                                                                                   |
| Edwards Trust                                                          | Offer bereavement counselling for young people                                                                                                                                                                           | 0121 454 1705                                                                                           |

### 13. How does the school support students with SEN through transition?

**Year 6 transition**
- Year 6/7 team and SENCo visit primary schools to meet with students in the term before moving to secondary
- Induction evenings for students and their parents/carers
- Induction Day in July
- Students with specific needs may visit the school on pre-arranged days
- Teaching assistants may visit schools to work with students with SEND in preparation for transition
- SENCO attends Year 5/6 reviews at primary school

Mid Year Transition

- Member of staff coordinates admissions. Students will have the support of a ‘buddy’ in their tutor group and the support of their Head of House and form Tutor
- Information about any additional needs is shared with staff

Key stage 3/4 Transition

- Students with additional needs are advised and supported to make appropriate choices in discussion with staff, parents and carers.
- Where appropriate students are assessed and Access arrangements for examinations are put into place.