| Ratified by the Governing Body: | Date: |
| Signed by the Governing Body: | |
| Frequency of review | Annual |
| Policy Owners | Board of Trustees |
| Summary of changes | |
| Version | 1.0 (October 2019) |
## INTRODUCTION

The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Birmingham’s Local Offer which can be found at https://www.birmingham.gov.uk/localoffer

At Cockshut Hill, we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report is intended to give you information regarding the ways in which we ensure that we support all of our students, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our students.

### How does the school identify and assess special educational needs or disabilities?

Primary school information is a key source for us in identifying new students with SEND. At the start of year 7 all students have their reading assessed together with subject baseline testing so that we can establish who might require targeted wave 2 or specialist wave 3 interventions (see table below). In addition, as the term progresses and at regular intervals throughout key stages 3 and 4, teaching and support are required.

### How does the curriculum support the diverse needs of our students?

Staff are asked to raise through Achievement Leaders, subject leads, SENDCO and the school’s Referral Panel, any student who is not making expected progress or whom they have particular concern about. At this point a conversation will take place with parents/carers to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

High quality teaching and precision planning is embedded amongst staff and the application of the 5 principles of teaching and a personalised approach to learning is at the heart of school improvement. Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through professional learning opportunities delivered by the school’s SENDCO, specialist guest speakers and through our intranet systems. At Cockshut Hill, all staff are required to complete annual safeguarding and health and safety online training and policy reading. Specific SEND training is also regularly scheduled with all staff recently receiving; AET Tier 1 Autism awareness training and key staff undertaking Tier 2 and Tier 3.

Interventions are regularly quality assured with Teaching Assistant’s achieving accreditation for delivering ELKLAN Speech & Language programmes, Lego Therapy and IDL. We have worked with Forward Thinking Birmingham to enhance our awareness of mental health well-being and have developed the skill-set and approaches used by our Student Services Team. In school, we use a variety of different methods to assess whether a child may have a SEND. Some of these ways include:

- Observations
- Teacher feedback

<table>
<thead>
<tr>
<th>How does the school identify and assess special educational needs or disabilities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school information is a key source for us in identifying new students with SEND. At the start of year 7 all students have their reading assessed together with subject baseline testing so that we can establish who might require targeted wave 2 or specialist wave 3 interventions (see table below). In addition, as the term progresses and at regular intervals throughout key stages 3 and 4, teaching and support are required.</td>
</tr>
</tbody>
</table>
• School based test results
• Information from parents / carers
• Information from the young person
• Specialist assessments carried out by outside agencies working in collaboration with the school (with parent/carer consent)
• Transition information
A specialist external report from an education, health or social care professional.

A person centred approach is then used in consultation with parents / carers and outside agency specialists in the form of a graduated cycle to underpin the provision and interventions required;

Wave 1 (universal support)
This includes quality inclusive teaching, which takes into account the learning needs of all students in the classroom. It requires teachers to provide differentiated work and create an inclusive learning environment.

Wave 2 (universal plus / targeted intervention – school support)
This includes specific, additional and time-limited interventions that target identified gaps or a delay in a student’s development. The support is designed to accelerate a student’s progress from their starting point. Often the intervention is delivered to support a small group of students with similar learning, language or personal development needs. Students in receipt of a wave 2 intervention are identified as having “SEN support”.

Wave 3 (additional needs / specialist intervention - statement / Education Health Care Plan)

This includes specialist provision for a minority of students where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Students receiving a wave 3 intervention and / or access to specialist external support (on a 1:1 / small group basis) are identified as having high focused “SEN support”. The school may work with
outside agencies, parent/carers and the student to create a Support Plan outlining specific targets to clearly evidence desired outcomes and provision. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted.

Students may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan (EHCP) being applied for, agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a young person’s Support Plan. Short and long term outcomes are then discussed at a Team Around the Child meeting with all views gathered and recorded. This process usually takes at least two academic terms to fully evidence unless there are extenuating / special circumstances.

For further information regarding this process, follow the link; https://www.birmingham.gov.uk/info/50142/assessment_of_need

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a pupil, the pupil has still not made expected progress, the school, health professionals, social care professionals or the child’s parents/carers could consider asking the local authority to carry out an Education, Health and Care (EHC) needs assessment. To inform the request there should be adequate evidence (at least 2 cycles) to support historic, current and future needs.

If the LA’s Special Needs Assessment Team agree to progress with the request a pathway for new assessments is followed:

https://www.birmingham.gov.uk/downloads/file/8190/ehc_pathway_revised_130815

**Education Health Care Plan**

A small minority of students may receive support and provision via an Education Health Care Plan. The holistic and person centred plan clearly details the areas of SEND a student has, the support they require and the short/long term desired outcomes being worked towards. The plan is reviewed at least once a year and at this point views are gained from the young person, their parents/carers, teachers and external professionals involved in their care and education. The impact of provision is also reviewed along with; academic progress, attendance, behaviour, health and social care requirements and any short term targets partially / fully met.

For the majority of students with an EHCP progress will have been made and their needs will continue to be appropriately met. For some students, their needs may require a more specialist approach requiring additional adult support, personalised resources, higher needs funding or for an alternative placement to be explored (in agreement with the wishes of the young person, their parents/carers and other professionals involved).
The list below is an example of the various wave 2 and 3 provisions available to our students as part of the graduated approach:

| Cognition & Learning | One Page Profile  
Reading programme – Jump Start  
Corrective reading groups - IDL  
Access to an ICT device for extended writing  
Shared access to in class support  
Subject specific intervention groups - numeracy  
Exam access arrangements  
Alternative curriculum / option pathway for KS4  
Referral / assessments – Pupil & School Support  
Homework club |
|---|---|
| Social Emotional and Mental Health | One Page Profile  
Support from the school’s Pastoral Team  
Transition programme  
Academic mentoring – Achievement Leaders  
Breakfast / Break / Lunch club  
Educational Welfare Officer  
Referral to Child and Adult Mental Health  
Service – Forward Thinking Birmingham  
Referral to Community Paediatrics  
Personalised Social skills groups  
ASC Lead  
School Counsellor  
Wellbeing Lead  
Lego Therapy  
Access to Educational Psychologist |
| Speech Language and Communication Needs | One Page Profile  
Speech and Language Therapist  
Personalised 1:1 programmes  
ELKLAN |
| Sensory / Physical Impairment | One Page Profile  
Individual resources / aids as guided by specialist sensory support teams  
Reasonable adjustments made to timetable  
Referral to Paediatric, Occupational or Physiotherapy  
Sensory profile  
Colour overlay / books |
Our Inclusion Team.
How are students with special educational needs and disabilities supported with their phases of transition?

Our Inclusion Team consists of; our school based SENDCO Ms Claire Molloy and a small team of teaching assistants. Where necessary assessment, advice and guidance is also sought from our external agencies and our Summit Learning Trust SENDCO Ms Christa Vines;

- Pupil & School Support Services
- Communication & Autism Team
- Educational Psychologist
- Educational Welfare Officer
- Specialist Sensory Support Services – HI/VI
- Brays Outreach Service
- Forward Thinking Birmingham
- Police Liaison Officer

As an Academy Trust our SENDCOs and inclusion teams also value working collaboratively to share best practice and develop expertise.

During the summer term, prior to admission in year 7, our inclusion team work collaboratively with the designated Achievement Leader to visit our feeder primary schools so that information can be shared.

For children that require specific transition support, additional sessions are scheduled throughout the summer term offering parents/carers and their children the opportunity to familiarise themselves with Cockshut Hill, key staff and the provisions available.

In preparation for post 16, planning begins with considering a student’s option pathway. Other support includes; our annual Futures Evening, information and guidance meetings, 1:1 careers advice, work experience and a visit to the annual Skills Show at the NEC. Our school careers advisor also attends year 9 and 11 EHCP review meetings and parent / carer consultation evenings. Should a student require individual support with their post 16 application forms and college interviews our Inclusion team can also assist with this process. We also liaise with the Supported Learning Teams / key staff at the colleges / sixth forms passing on relevant information to ensure a successful and confident transition is planned for.

How are parents / carers of children with special educational needs or disabilities involved in the education of their child?

Cockshut Hill operates a working in partnership approach which means parents/carers can contact the school whenever they have a query and time will be made for them. The school will schedule meetings and consultations for parents/carers to meet with key staff to discuss their child’s progress and the graduated approach. The school holds details of local and national support groups and can signpost parents/carers to them. Parents/carers’ views and contributions are valued, and they are listened to. Parents/carers know their children best and have a great deal to contribute.

We aim to regularly involve parents/carers in the education of their child through a variety of different ways including:
• Regular meetings with subject teachers, support staff and our SENDCO at consultation event
• Via email /telephone contact
• Information on the school website
• Signposting to parent groups in the locality
• Support Plan and Education Health Care Plan planning and review meetings
• Workshops / support groups / coffee morning for parents / carers of children with SEND
• Sharing of strategies and approaches to help home to school transitions

**How are students with special educational needs or disabilities involved in their own education?**

Student voice is also recognised and valued. We use person centred tools and approaches to ensure that our students are actively involved in their review meetings and decision making regarding their support and provision. We have a school culture that promotes student leadership with all students having the opportunity to raise their views via tutor group programmes, our student leadership groups, well-being ambassadors and head boy and girl.

The Trust also collects student and parent voice at timely intervals throughout the year via questionnaires to enhance our systems, practices and events.

**How is SEND provision evaluated?**

Both our school provision and external support for students with SEND is regularly monitored. This is embedded within the whole school quality assurance and performance management cycles, and is integral within our regular teaching and learning review systems, data collections and termly Local Governing Body Reports. Findings are then actioned and closely monitored by the Trust SENDCO, school based SENDCO and Cockshut Hill Leadership Team.

**How do I contact the Special Educational Needs and Disabilities Co-ordinator?**

In the first instance should a parent / carer have a query they would like to raise regarding their child’s needs we ask that they make contact with the main school reception leaving a message for the SENDCO Ms Molloy to contact them.

In the first instance, all queries will be returned via telephone consultation. Thereafter, a mutually convenient time will be arranged so that a face to face meeting can be held or follow up action can be communicated via email or telephone response.

*Cockshut Hill SENDCo*
*Ms Claire Molloy*
*0121 289 5908*
*claire.molloy@cockshuthill.org.uk*
How are complaints dealt with?

We take parent / carer concerns seriously and will act upon these on an individual basis.

In the first instance we would always ask that a parent /carer raises their concerns with their child’s form teacher / Head of House. Should they have any specific questions / queries thereafter regarding their child’s support or provision contact should be made via the school’s main reception for the attention of Ms Claire Molloy our SENDCO.

If a parent / carer is still unhappy about the resolution of their concern or if it is of a more serious nature, then this should be raised with the Vice Principal Mr Jim Stevens.

More guidance regarding the school’s complaints procedure can be found on the school’s website or can be requested from our school reception.

Who are SENDIASS and how can they support and advise parents/carers and young people?

Special Educational Needs Information, Advice and Support Services (SENDIASS)

In Birmingham, parents and families can receive support from SENDIASS, who will advise and support parents with children who have special educational needs.

The service is impartial, confidential, accessible and free, and can help with a range of subjects, including:

- Assessment processes for education, health and care plans
- Information about the support available in nurseries, schools and colleges
- Social care and health issues that relate to education
- Individual casework and support in preparing for and attending meeting
- Advice and representation through appeals and complaints processes, if appropriate.

**Birmingham SENDIAS Service**
Telephone: 0121 303 5004
E-mail: sendiass@birmingham.gov.uk
Website address is http://www.birmingham.gov.uk/sendiass

Staff responsible for SEND Information Report
Summit Learning Trust SENDCO
School based SENDCO
Principal
Vice Principal
Governor for SEN