



STAR: ALL STARS SUCCEED

SEND Information Report 2023-2024

What type of SEND does Small Heath Leadership Academy provide for?	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none">▪ Communication and interaction: autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties▪ Cognition and learning: dyslexia, dyspraxia,▪ Social, emotional and mental health difficulties: attention deficit hyperactivity disorder (ADHD),▪ Sensory and/or physical needs: visual impairments, hearing impairments, processing difficulties, epilepsy
How does the school identify students' with SEND and assessing their need?	<p>Students transferring to the school at the beginning of Year 7 may already have been identified as having additional needs by their primary school. In addition, all Year 7 students are screened during their induction using: NFER Cognitive Abilities Tests in verbal reasoning, non-verbal reasoning, quantitative reasoning and spatial awareness.</p> <p>STAR Reading Tests</p> <p>Students whose scores in these tests give cause for concern and are identified as SEN at Primary are then assessed by Pupil School Support for further diagnostic testing.</p> <p>Evidence from teacher observation and assessment will also be used in assessing a student's needs. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none">▪ Is significantly slower than that of their peers starting from the same baseline▪ Fails to match or better the child's previous rate of progress▪ Fails to close the attainment gap between the child and their peers▪ Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>English as an additional language: The identification and assessment of the additional educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance</p>



	<p>in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.</p> <p>Assessment</p> <p>As they progress through the school students on the Additional Needs Register will be regularly reassessed to ensure that progress is taking place. Parents will be kept fully informed. Where necessary, outside support services will be used to assess students' needs and advise staff on how to differentiate to meet their needs in the classroom.</p> <p>The following records are maintained for students with SEN:</p> <ul style="list-style-type: none">▪ SEND Handbook▪ STAR Maps▪ SEND Case Studies (Random selection in each year group)
<p>How does the school consult and involve students and parents?</p>	<p>We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none">▪ STAR Map reviews are held 3 times in the academic year. EHCP reviews are annually but a review of the strategies is reviewed 3 times in line with the STAR Maps and parents and students are invited.▪ Everyone develops a good understanding of the student's areas of strength and difficulty▪ Parents are aware of the STAR Maps that includes the strategies that are shared with staff to support their child in the classroom▪ We consider the parents' concerns▪ Everyone is clear on what the next steps are and the career choices that are available at each stage of transition <p>Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.</p>
<p>How does the school assess and review students' progress towards outcomes?</p>	<p>The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:</p> <ul style="list-style-type: none">▪ The teacher's assessment and experience of the pupil▪ Their previous progress and attainment and behaviour▪ Other teachers' assessments, where relevant▪ The individual's development in comparison to their peers and national data▪ The views and experience of parents



	<ul style="list-style-type: none">▪ The student's own views▪ Advice from external support services, if relevant▪ The assessment will be reviewed regularly. <p>All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.</p>
How does your school support students moving between phases and preparing for adulthood?	<p>We will share information with the schools, colleges, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this.</p> <ul style="list-style-type: none">▪ All Year 6 students are visited at their Primary School once they have confirmed acceptance to the school.▪ All students have an induction session in Year 6, at the school, before they come in Year 7.▪ All students have careers appointments ahead of choosing their options at the end of KS3 to advise them of options and then again in Year 11 before they make college and subject choices.▪ Students who leave mid- year, schools are contacted and where possible a meeting is arranged for parent, SENDCO of this school and the transfer school to discuss a smooth transfer.▪ Our Careers Coordinator arranges visits to Universities and Career Fairs to build aspiration.
How does the school approach the teaching of students with SEND?	<p>Teachers are responsible and accountable for the progress and development of all the students. As an inclusive school we ensure that the lessons are of a high standard and adapted accordingly. We believe in equality and therefore expect the students to rise the challenge and not allow their SEND needs to overshadow their ability to make progress, whatever that may be.</p> <p>Please refer to the Graduated Response referenced in the SEND Policy.</p>
How do the teachers at Small Heath Leadership Academy adapt the curriculum and learning environment to ensure inclusive learning?	<p>We make the following adaptations to ensure all students' needs are met:</p> <ul style="list-style-type: none">▪ Adaptation of our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.▪ Adapting our resources and staffing▪ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.▪ Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



What expertise and training have the staff at Small Heath Leadership Academy?	<p>Our SENDCO has the SENDCO Award qualification and has 12 years' experience of working with students with SEND</p> <p>They are allocated 27 hours a week to manage SEND provision.</p> <p>We have a team of 2 part time and 3 full time Teaching Assistants, to deliver SEND provision.</p> <p>Training of staff takes place throughout the year and information about the use of adaptive teaching strategies in the classroom for specific needs are detailed in the weekly briefing.</p>
Securing equipment and facilities	<p>Our SENDCO ensures that all necessary resources, equipment and facilities are available for students with SEND as required.</p>
How do you evaluate the effectiveness of SEND provision?	<p>We evaluate the effectiveness of provision for students with SEND by:</p> <ul style="list-style-type: none">▪ Reviewing students' individual progress towards their goals every half term for KS3 and KS4.▪ There is live tracking for Year 11 students.▪ Reviewing the impact of interventions after six weeks▪ Using student and parent voice▪ Monitoring by the SENDCO▪ Using provision maps to measure progress▪ Holding annual reviews for pupils with EHC plans
How do Small Heath Leadership Academy enable students with SEND to engage in activities available to those in the school who are non-SEND?	<p>All our extra-curricular activities and school visits are available to all our students, including before-and after-school clubs.</p> <p>All students are encouraged to go on our school trip(s).</p> <p>All students are encouraged to take part in sports day/school plays/special workshops, etc</p> <p>No student is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Arrangements for the admission of disabled pupils are stated above:</p> <ul style="list-style-type: none">▪ Handover of Student file from Primary▪ Telephone/face to face discussion with SENDCO from Primary▪ Teacher visits to Primary school▪ Student induction day in summer term <p>We prevent disabled students from being treated less favourably than other students by raising the awareness of equality during our Literacy Program, assemblies and our PSHE days.</p> <p>We have a SEND Support area where additional intervention sessions can take place.</p>
How do you support improving emotional and social	<p>We provide support for students to improve their emotional and social development in the following ways:</p>



development for students with SEND?	<p>We have four Pastoral Support Managers who will work closely with the SENDCO to ensure that the emotional and social development is secure, so the student feels safe in the school environment and they feel fully included in the day to day running of the school.</p> <ul style="list-style-type: none">▪ Students with SEND are encouraged to be part of the school council▪ Students with SEND are also encouraged to be prefects to promote leadership, teamwork/building friendships etc. <p>We have a zero-tolerance approach to bullying. (See Behaviour Policy)</p>
Who are the agencies that work with your do the schoolwork with?	<p>The following agencies support students with SEND:</p> <ul style="list-style-type: none">▪ Pupil School Support PSS – Deb Smart▪ Communication Autism Team CAT – Sarah Turner▪ Occupational Therapist - Janet Tighe▪ Speech and Language Therapist – Amanda Turner▪ Educational Psychologist – Francesca Weir▪ Hearing Impairment – Fabienne Perron
What are the procedures if I have a complaint about SEND provision?	<p>Complaints about SEND provision in our school should be made following the complaints procedure outlined in the complaints policy on the school website. Any concerns can be discussed with the teacher, SENDCO, Leadership Team or the Principal in the first instance. They will then be referred to the school’s complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none">● Exclusions● Provision of education and associated services● Making reasonable adjustments, including the provision of auxiliary aids and services
Where do Parents/ Carers get details of support services?	<p>There is a link to the Local Offer directly from the school website for parents: https://www.localofferbirmingham.co.uk/parents-carers-and-young-people/</p>
Who is the SENDCO at Small Heath Leadership Academy?	<p>Contact details for raising concerns: Initial concerns directly to SENDCo – Mrs. Caroline Tuddenham Email: caroline.tuddenham@smallheath.staracademies.org</p>



Where can I find the information for Local Authority Local Offer?

Birmingham Local Authority's offer is published on the school website
<https://www.localofferbirmingham.co.uk/>