



Stockland Green School



SEN Information (School Offer)

Stockland Green School is committed to meeting the needs of all students including those with special educational needs. The Stockland Green School ensures that all students, regardless of their specific needs are offered inclusive teaching which will enable them to make the best possible progress in a mainstream setting wherever possible. Stockland Green School works within the framework of the Single Equality Act 2010.

Stockland Green School is an inclusive school and aims to offer a range of provision to support students with communication and interaction, cognition and learning difficulties, social, and emotional health difficulties or sensory or physical needs.

The school has an autism base on site which offers places to 14 students across year 7-11. The base provides a safe environment in which students are able to work during periods of high anxiety. This provision is used, for short periods of time, when students are unable to access the mainstream classroom due to sensory/ emotional and or social needs. Programmes are SMART and the aim is for the student to be included in the mainstream environment for a majority of the school day. No students are permanently educated in the base area.

The range of support deployed may be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation.

Open and honest communication

We will explain everything to you and make sure you know what is happening

The SENCo and the Learning Support Team will make sure that all necessary school staff are aware of your child's needs and the strategies to meet those needs via Management Plans/ review updates/ Learning Support information lists and SEN staff briefings.

We will make all the information we need to share with you clear and easy to understand

If we think your child needs extra support we will always talk to you about this

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views.

We will explain everything to you and make sure you know what is happening

The SENCo and the Learning Support Team will make sure that all necessary school staff are aware of your child's needs.

The Inclusion Team will have regular contact via progress meetings, email and telephone.

Special Educational Needs Co-ordinator

SENCo : Leah Gatford
l.gatford@stockgrn.bham.sch.uk

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND (Special Educational Needs) and Inclusion policy.

If you have concerns about your child you should speak to your child's subject teacher first. You may then be directed to the SENCos.

The SENCo is responsible for

- Coordinating provision for children with SEN and developing the school's SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties e.g. Educational Psychology, Specialist Teachers, Communication and Autism Team, Behaviour Support Specialists, Forward Thinking Birmingham and other agencies who are involved with the students well being.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs and so help achieve the best possible progress in school.

Ensuring that parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child is doing
- Consulted about planning successful movement

	(transition) to a new year group or school
<p>Headteacher:</p> <p>Marie George m.george@stockgrn.bham.sch.uk</p>	<p>The Headteacher is responsible for the day to day management of all aspects of the school relating to and including the provision made for students with SEN.</p> <p>The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.</p> <p>The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN</p>
<p>Subject Teachers</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs. This is called Quality First Teaching (QFT). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and discussing amendments with the Inclusion team as necessary. • Ensuring that they are aware of your child's individual needs and/or conditions and what specific but reasonable adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. • Directing any extra adult support within the classroom effectively. • Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.

SEN Governors To be confirmed	The SEN Governor is responsible for: Supporting school to evaluate and develop quality and impact of provision for students with SEN across the school.
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Your first point of contact around any concerns will be the class teacher and then if necessary the SENCo.

If your concern is with the Local Authority, contact : SENAR@birmingham.gov.uk

SENDIASS provides independent, individual information and advice for parents of children with special educational needs. Visit: SENDIASS@birmingham.gov.uk

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Induction and identification of SEND

When children have identified SEND in the previous school setting, we work with the people who already know the student and use the information already available to identify what their SEN will be in our school setting and how we will support them.

On-going monitoring takes place by teachers through progress assessments in all subjects to identify students who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, reasonable adjustments may be made to provide enhanced resources to help overcome any difficulties. The views of the students about their support are given consideration at all stages.

This additional support is documented in an individual progress review. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their extra needs.

In some cases teaching assistant support may be allocated to the class. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held as required. Parents, relevant external agencies and students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

The level of support received by your child may change throughout their time at school. School staff will speak to you if they think this should happen and will ask you for your opinion about this. If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority (L.A) process. Further details about this process will be explained in the LA Local Offer. Mycareinbirmingham.co.uk.

Appropriate and effective teaching and learning

- Teaching and support staff will be able to accurately assess the level students are working at and differentiate the curriculum accordingly
- All staff will receive appropriate training so that they have the knowledge and confidence to support students' needs
- A range of resources will be available in all learning areas to support learning for students operating at different levels
- Where necessary, resources will be available to support the learning of students who have social and/or communication needs
- The school will provide support for students who have difficulties with managing their own behaviour and/or dealing with social situations.
- The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events.
- The school will provide good teaching for your child and extra support when needed

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum accordingly.

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

All staff will receive appropriate training so that they have the knowledge and confidence to support children's needs

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.

This ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEN. The school also seeks advice and guidance from the local authority agencies to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- **SENCO**
- **Accredited Teaching Assistants.**
- **Autism Education Trust Level one and two trained staff.**
- **First Aid Trained Teaching Assistants.**

A range of resources will be available in all learning areas to support learning for children operating at different levels.

Strategies to support/develop literacy

- Specialist teacher advice disseminated to and followed by teaching staff
- Focused reading lessons, with group or paired reading
- Small group intervention programmes
- One to one intervention.

Strategies to support/develop numeracy

- Specialist teacher advice disseminated to and followed by teaching staff
- Small group intervention programmes
- Additional maths groups.
- One to one intervention.

Provision to facilitate/support access to the curriculum

- Some small group/individual intervention depending on need.
- ICT resources

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on study skills
- Access to areas where homework can be completed in school.
- Visual timetables for class/and or individual students

Personal and medical care

- Staff (Medical) available for students throughout the day
- Care plans for students with medical needs
- Outreach services

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs

The school will provide support for children if they need support managing their own behaviour and/or build up skills and confidence in dealing with social situations.

Strategies to support the development of students' social skills and enhance self-esteem

- Small group programmes
- Lunchtime clubs
- Quiet room available lunch/break time
- Social Skills groups
- Reward system

Strategies to reduce anxiety/promote emotional wellbeing.

- Transition support, visits and events
- Reduced modified visual timetables
- Regular contact and liaison with parents as necessary
- 'Safe' areas.

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Strategies to support/modify behaviour

- School sanctions and reward system as set out in School Behaviour Policy
- Behaviour Support Room
- Believe to Achieve
- Behaviour Support Services, Educational Psychology, Outreach services
- City of Birmingham School (Behaviour Support Program)
- Malachi Trust (individual support)

Support/supervision at unstructured times of the day including personal care

- Break time - safe haven
- Lunch clubs - safe haven
- Trained staff supervising during break periods
- Quiet room – safe haven

Planning, assessment, evaluation and next steps

- SEND Progress Reviews.
- Pastoral Support Plans
- Behavioural Support Plans.
- Regular short and long term target setting.

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances and social events

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will endeavour to make the necessary arrangements.

We have regular educational visits and residential trips. Where necessary extra support is put in place to enable all students to access these visits. Visits are a necessary part of the learning program; support is discussed with parents prior to the visit.

Stockland Green School follows the criteria of The Single Equality Act 2010.

The school will provide good teaching for your child and extra support when needed

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another educational environment:

- We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will Support the child and parent through the transition.

When moving year group in school:

- Information about students with SEND is held electronically and is available to all staff in advance.
- Necessary individualised support will be provided

A Partnership Approach

- We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if required
- Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.
- The school will involve you in all decisions and listen to your views.
- The school will involve your child in decisions about their learning.
- We will be happy to give you contact details for organisations who can give advice and support to you and your child.

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Access to Education
- Referral to paediatrician
- Referral to Forward Thinking Birmingham
- Referral via pastoral team to associated agencies and services.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation

- Regular meetings as required
- Referrals to outside agencies as required
- Pupil and School Support Specialist Teachers, Sensory Support Team, Educational Psychologist, Communication and Autism Team, School Nurse attends at regular intervals to see specific students.

The SENCo and the Learning Support Team are available to meet with you to discuss your child’s progress or any concerns you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Homework will be adjusted as needed to your child’s individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

We will be happy to give you contact details for organisations who can give advice and support to you and your child

Agency	Description of support
<p>Access to Education</p> <ul style="list-style-type: none"> • Educational Psychology - our Educational Psychologist is: June Richards • Pupil and School Support – Our Contact : Natalie Cooper • Communication and Autism Team – Our Contact : Kathryn Houlahan • Sensory Support, Visual Impairment – Contact: Lucy Radford • Sensory Support, Hearing Impairment – Contact: Lauren Brennan • City of Birmingham School (COBS) Contact: Mark Croft 	<ul style="list-style-type: none"> • Planning Meeting, Assessment, • Parent Liaison, Observations and Advice • Individual and group work as appropriate • Individual termly meetings as appropriate and advice given

Malachi and Relate	Offer individual and family support. School referral.
Physical Difficulties Support Services	Bespoke support on request
Speech and Language Therapy	Support the school with students' specific needs. In order to access these support services a referral via the appropriate channel must be made.
Occupational/Physiotherapy	
Paediatric Services	
School Nurse	
Forward Thinking Birmingham (Child and Adolescent Mental Health Service)	
SENDIASS:	Offer impartial, confidential information advice and support for parents/carers of children with SEN. Offer independent, impartial, confidential advice for all parents/carers with the move from pre-school to primary school and from primary to secondary school.
Educational Professional responsible for children who are looked after : s.windebank@stockgrn.bham.sch.uk j.sims@stockgrn.bham.sch.uk j.samuels@stockgrn.bham.sch.uk	
Voluntary agencies	School may refer as required.

FURTHER INFORMATION about support and services for students and their families can be found in:

Web link to:

The Local Authority Local Offer :

<https://www.localofferbirmingham.co.uk/>

The DfE Code of Practice:

www.gov.uk/government/publications/send-code-of-practice-0-to-25

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L Gatford SENCO- SGS.