



SEND Information Report

Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs and disabilities (SEND)?

Mrs R Chaplin, Head of Inclusion - Special Educational Needs Co-ordinator (SENCO)
Miss R Plant, Assistant SENCO

They are responsible for:

- Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
 - Part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other students with SEND in the school) achieve the best possible progress in school.

Tutors/Subject Teachers/Progress Leaders

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO/Assistant SENCO know as necessary.
- Using Personal Learning Plans (PLP) when planning for your child's lessons.
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND and Literacy Policy is followed in their classroom and for all the students they teach with any SEND.

Mrs H Keenan, Headteacher

She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.



- She will give responsibility to the SENCO/Assistant SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

They are responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

The Kinds of SEND that are Provided for

The Code of Practice describes four broad categories of need:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental, Emotional Health.
- Sensory and/or Physical Disability.

These areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Brownhills School identifies the needs of the whole child.

The following are not SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of serviceman/woman.

How Could my Child get Help in School?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the Educational Psychologist or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service



What are the Different Types of Support Available for Children with SEND in this school?

Class teacher input via excellent targeted classroom teaching.

What would this mean for your child?

- Ensuring that the teacher has the highest possible expectations for your child and all students in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc.
- Putting in place specific strategies (which may be suggested by the SENCO/Assistant SENCO or outside staff) to support your child to learn.

Who can get this kind of support?

- All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children. This group may be within the classroom or outside of the classroom.

Stage of SEND Code of Practice: SEND Support (SEN 1), which means they have been identified as needing some extra support in school.

What would this mean for your child?

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/She will plan group sessions for your child with targets to help your child to make more progress.
- A Learning Support Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions.

Who can get this kind of support?

- Any child who has specific gaps in their understanding of a subject/area of learning.
- Children will be at the stage of the SEND Code of Practice called SEND Support, which means they have been identified as needing some extra support in school.

Specialist support outside agencies e.g. Speech and Language Therapy, Occupational Therapy groups or Hearing Impaired Service.

Stage of SEND Code of Practice: SEND Support (SEN 2), which means they have been identified by the class teacher/SENCO/Assistant SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:



- **Local Authority central services such as the Educational Psychologist or Sensory Service (for students with a hearing or visual need)**
- **Outside agencies such as the Speech and Language Therapy (SALT) Service.**

What would this mean for your child?

- Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - Group or individual work with outside professional.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Who can get this kind of support?

- Children with specific barriers to learning that cannot be overcome through differentiated support within the classroom and intervention groups.

Specific Individual Support.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO/Assistant SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- **Local Authority central services such as the Sensory Service (for students with a hearing or visual need).**
- **Outside agencies such as the Speech and Language Therapy (SALT) Service.**

What would this mean for your child?

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Offer.



- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support (SEN 2).
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additional hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the SEND support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Educational Health Care Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Who can get this kind of support?

- Children whose learning needs are severe, complex and lifelong.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's Progress Leader/Director of Learning initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant SENCO.
- If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Deputy Headteacher (SENCO) or Headteacher.
- If you are still not happy how the concerns are being managed you can speak to the school SEND Governor.
- If you are still not happy you can contact the Local Authority.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or member of staff has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO/Assistant SENCO.
- At Brownhills School, there are half-termly reports and then subsequent meetings between the Progress Leader/Director of Learning and members of the Leadership team in the school to ensure all children are making good progress. In addition, the SEND Team also meet to make sure children are making good progress.
- If your child is then identified as not making expected progress the school will set up a meeting to discuss this with you in more detail:
 - To listen to any concerns you may have too
 - To plan any additional support your child may receive
 - To discuss with you any referrals to outside professionals to support your child's learning



How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Walsall LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCO discuss all the information they have about SEND in the school, including;
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are other people providing services to children with SEND in this school?

- A. Directly funded by the school
 - Progress Leader
 - Directors of Learning
 - Teaching Assistants
 - Counselling
 - Behaviour/Welfare Management
 - Before and after school support
- B. Paid for centrally by the Local Authority but delivered in school
 - Educational Psychology Service
 - Sensory Service for children with visual or hearing needs
 - Speech and Language Therapy
- C. Provided and paid for by the Health Service but delivered in school
 - School Nurse
 - Occupational Therapy
 - Physiotherapy

How are the teachers in school supported to work with children with an SEND and what training do they have?

- The SENCO/Assistant SENCO's job is to support the teachers in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ADHD, dyslexia etc.
- Support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach service and Sensory service.
- This school runs whole staff training about the use of additional adults in the classroom, meeting the needs of all learners.



How will the teaching be adapted for my child with learning needs (SEND)?

- Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff will support with your child's learning in the classroom.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her teachers, tutors, Progress Leader and Director of Learning.
- His/her progress is reviewed formally 4 times per year and a National Curriculum level or GCSE/BTEC grade is given in each subject.
- If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called "P levels".
- Children at SEND Support will have a PLP which will be reviewed every term and the plan for the next term made. This may include a meeting with SENCO/Assistant SENCO, a parents evening or via written communication.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO/Assistant SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

How will we monitor and evaluate the effectiveness of the provision made for children and young people with SEND?

- Evaluation and monitoring promote an active process of continual review and improvement provision for all pupils.
- Pupil Voice is employed half termly.
- Parent Voice is employed termly.
- SEND Governor meets with SENCO termly.
- Section 1 in the School Improvement Plan highlights provision, monitoring and evaluation for SEND pupils.
- Remit documents are produced 5 times a year. These identify impact of provision and act as a monitoring and evaluation document.

What support do we have for you as a parent of a child with an SEND?

- We would like you to talk to your child's teachers, tutor and Progress Leader/Director of Learning regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.
- The SENCO/Assistant SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.



- All information from external professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO/Assistant SENCO will also arrange to meet 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.

How have we made this school accessible to children with SEND? (including after school clubs etc)

- We ensure that equipment used is accessible to all children regardless of their needs.
- We provide support with homework and reading at lunchtime, before and after school.
- Key words and literacy resources are used across the school to support learning.

How we support your child in their transition into our school?

- Two additional SEND Taster Days.
- Additional days shadowing Year 7 students.
- Assistant SENCO liaising with Primary schools.

How will we support your child when they are leaving this school? OR moving to another Year?

We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school:
 - Information about your child will be shared with their new teachers.
 - If your child would be helped by a personalised plan for moving to another year, we will put this in place.
- In Year 11:
 - Your child will meet with a Careers Advisor to create a plan for their Post 16 education.
 - Your child's Progress Leader will support your child in finding a new school/college.

If necessary, the SENCO/Assistant SENCO will arrange visits to new schools/colleges for your child.

How could my child get help in school?

- SEN Inclusion area is available before and after school and at lunchtime and break for students who require emotional and social support.
- Directors of Learning run Positive Attitudes to Learning courses in conjunction with Assistant SENCO.



Arrangements for supporting children and young people who are looked after by the local authority and have SEND.

Children and young people who are looked after by the local authority and have SEND will have common targets/recommendations on Early Health Care Plans and on their Personal Education Plan. The SENCO is also the designated Teacher for looked after children and will attend all reviews.

Anti-Bullying Policy.

Our school seeks to provide an environment which is stable, well ordered and disciplined. We expect children to behave with courtesy, common sense and respect for others. This principle should govern students' behaviour in class, around the building and on their way to and from school. It follows, therefore, that we will not accept any form of bullying or intimidation by a student or group of students upon another. Bullying may be defined as "behaviour by one or more people that produces damaging or hurtful effects physically or emotionally to an individual". This is not acceptable at BROWNHILLS SCHOOL.

We should never dismiss a student's complaint that she/he is being bullied or intimidated believing that the child is being "over-sensitive", that she/he brought about the incident upon herself/himself or that she/he "should stand up for herself/himself more". We should not underestimate the traumatic effects that bullying can have upon a child. Both research and specific incidents reported in the press have pointed to the feelings of unhappiness, fear, insecurity and desperation that bullying can generate.

Bullying can take a variety of forms from name calling to the threat or use of physical violence

Bullying includes:

- Exclusion from the group
- Harassment
- Malicious gossip/stirring
- Name-calling
- Physical abuse
- Teasing
- Threatening behaviour and any behaviour meant to cause distress to another person

How much/how often?

- A one-off incident may not be bullying
- A minor incident that is repeated is bullying

Why

- We have to understand the difference between rough play, a genuine accident, a snap remark and bullying

Who is involved?

- Whoever it is, if the behaviour is damaging to another, then it is bullying. This applies to all members of the school community



BROWNHILLS SCHOOL is committed to combating all bullying behaviour through:

- A programme of education where all students/students are encouraged to develop respect for themselves and others. The school recognises the detrimental effect on students/students who may experience bullying and will work actively to minimise the risks. The Pastoral programme and PSHE/Citizenship will give everyone the opportunity to discuss bullying and its consequences and to think about bullies, victims and witnesses in order to raise awareness of the need for a safe, caring environment. Members of our community are encouraged to take responsibility to treat one another with respect and to avoid behaviour that would constitute bullying.
- Producing a structured disciplinary system which is understood by all students/students and staff.
- Developing a system which supports both victims and bullies
- All members of the school community being aware of bullying as an issue and report incidents or concerns to the appropriate staff.

Combating Bullying Behaviour

Among the activities which the school will establish and maintain in an effort to combat bullying behaviour are:

- Promoting an atmosphere of “IT’S OK TO TELL”, through the communication of the policy to staff, students/students, parents and the wider community.
- Examining the preventative measures, such as the school environment, procedures and practices in an effort to reduce the risk of bullying.
- All staff and children being encouraged to listen out for instances of bullying
- Ensuring that all reported incidents of bullying are recorded.

Exception will be made where the incident needs more urgent investigations.

Dealing with Incidents

- Staff, parents and students/students must actively support the school’s policy by reporting all incidents, or any suspected bullying activities that the victim may be afraid to report.
- All individuals involved will be interviewed. The expected outcome of this is that students acknowledge their own behaviour.
- In applying sanctions to deal with the situation, the school’s Behaviour and Discipline Policy will be implemented as appropriate to the incident; this may include verbal reprimand, break-time detention, teacher’s own detention, lunchtime detention, letter to parents, interview with parents, whole day isolation. These sanctions are not to be seen as progressive but rather as responses to the severity and/or duration of the incident.
- Parents will be involved in all situations where the school’s Behaviour and Discipline Policy has been broken.
- Victims will be made aware of the sanctions that are being used. If appropriate, the bully and victim will be counselled together.
- There will be appropriate support offered to bullies and victims. This may involve outside agencies.



Parents

- Parents can play a vital role by stressing to their child the importance of social behaviour.
- Parents are asked to actively support the Anti-Bullying Policy by informing the school of any concerns they have regarding victims or bullies.

All staff will therefore....

- Utilise both formal and informal learning opportunities to communicate our policy on bullying and provide advice to students on what to do should they experience bullying or have knowledge of bullying affecting other students.
- Use the Pastoral programme to give everyone the opportunity to discuss bullying and its consequences, thinking about bullies, victims and witnesses in order to raise awareness of the need for a safe, caring environment. Students have a responsibility to treat one another with respect and to avoid behaviour that would constitute bullying
- Be vigilant in their observation and in their day-to-day conversations with students to discover any incidents of bullying which might take place.
- Report any incident or suspicion of bullying to the student's tutor and Progress Leader using the referral system.

Progress Leaders/Directors of Learning will....

- Act promptly upon any incident or suspicion of bullying by interviewing the students concerned to establish the nature of the bullying and who is involved.
- Assure the students how seriously we view such behaviour and that action will be taken – supportive counselling may be appropriate if the student is upset.
- Encourage the student to report any repetition of the incident by the bully or any of his/her friends.
- Interview the student(s) who have undertaken the bullying making it clear that such behaviour is totally unacceptable, setting an appropriate punishment and explaining that future behaviour will be monitored very closely to ensure that there is no repetition of the incident. It will be appropriate, in most cases, to speak to parents to explain what has occurred and asking for their support in backing up what has been said. It is also appropriate to inform and involve a member of the Senior Leadership Team. In the case of students who appear to be developing a pattern of this behaviour the Progress Leader and Senior Leadership Team will meet to formulate strategies for further investigation, monitoring and guidance which may involve involvement with outside agencies such as social Services and the Educational Psychologist.
- All incidents of bullying will be recorded on SIMS.

Implementation of this policy is the responsibility of all staff but with specific responsibilities and courses of action (as detailed above) placed upon Progress Leaders/Directors of Learning and Senior staff. It also lays clear obligations upon students and parents.

Monitoring and Review of this policy and its effective implementation will be undertaken by Progress Leaders/Directors of Learning, Senior Leadership Team and the Governing Body.

How will we support children who are looked after by Local Authority and have SEN?

- The SENCO is also the designated teacher for LAC.



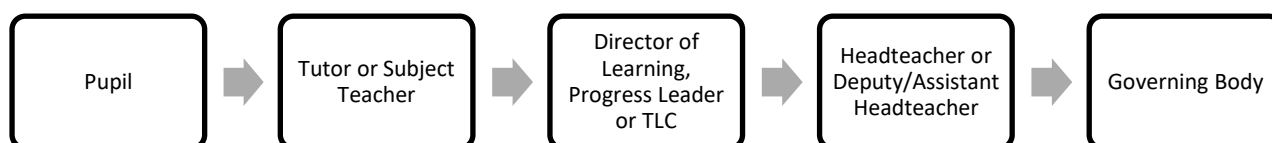
- SENCO is therefore always involved in any PEP meetings.
- PEP objectives and SENCO objectives are always linked.

COMPLAINTS POLICY AND PROCEDURES

At Brownhills, we seek to achieve high standards in all that we do to meet the needs of students, parents and the community we serve. We must recognise however, that from time-to-time, we may not get everything right. What is important is the way in which we handle problems, complaints and how effectively we put them right.

Our approach to working in partnership means that if there are problems or complaints, students, parents and the community feel confident enough to let us know and to expect the matter to be investigated and dealt with promptly. We should feel able to see complaints as a positive rather than a negative process because they show us that our users share our high expectations and can help us achieve these by telling us when things are not right.

OUR COMPLAINTS PROCEDURES - STUDENTS:



Should a student feel reason to complain, the first point of contact is the child's subject teacher or Form Tutor. If the matter is unresolved, the student's Director of Learning will be brought into the discussion and then the SLT or the Headteacher. If the matter requires further action or investigation, this will be undertaken by the Tutor, Teaching and Learning Coordinator, Director of Learning or senior staff depending on the seriousness of the problem.

We seek to be pro-active rather than reactive in picking up and dealing with problems and complaints from students just as we do from parents. For this reason, students are also encouraged to raise problems through regular day-to-day contact with their pastoral and teaching staff.

OUR COMPLAINTS PROCEDURES - PARENTS & MEMBERS OF THE COMMUNITY



If parents are unhappy about any aspects of their child's education or experience at school they are invited to talk to the child's Director of Learning or SLT. Usually, discussing the matter with this person who they know well is enough to resolve any problems. Staff seek to deal with complaints as quickly as possible and are prompt to make arrangements for any further action required.

The Progress Leader/SLT will seek to



- Establish what has happened so far and who has been involved
- Clarify the nature of the complain and what remains unresolved
- Meet the complainant or contact them if further information is required
- Clarify what the complainant feels would put things right
- Interview those involved in the matter and/or those complained of
- Conduct the interview with an open mind
- Keep notes of the interview

The Progress Leader /SLT's response to a complaint may include

- An apology
- An explanation
- An admission that the situation could have been handled differently or better
- An assurance that the event will not happen again
- An understanding to review school policies in the light of the complaint

Should the parent remain dissatisfied with the outcome of their complaint, they should be advised of the next stage which involves the complaint being dealt with directly by the Headteacher.

If, after discussion with the Headteacher, the matter remains unresolved, the Headteacher will seek to deal with the complaint utilising the same process and with the same potential outcomes noted above.

As we believe that parents should not feel they must go through a "chain" of appointments, they are not discouraged from seeing the Headteacher directly who, along with the Progress Leader, Director of Learning or TLC, will meet parents to try to resolve the problem on a "one stop" basis.

The school will attempt to deal with these initial stages of the complaint within two weeks.

Should the parent remain dissatisfied with the outcome of the complaint, it goes forward to Stage 2 of our Complaints Procedure involving the Governing Body (note that Stage 1 may be omitted if the complaint refers directly to the Headteacher).

Stage 2

The complainant will be invited to submit their complaint in writing to the Clerk of the Governing Body.

The Clerk to the Governors will contact the Chair of the Governing Body and complaints Panel will be organised consisting of three Governors. This will not normally involve the Chair of Governors nor any Governor who has been involved at a previous stage of the complaint.

The Terms of Reference of this Complaints Panel will be:

- To hear and determine individual complaints
- To make recommendations on school policy as a result of complaints
- To review the operation of our School's Complaints Procedure.

The complaints Panel will aim to resolve the complaint and will be held in private. The complainant, with the addition of "a friend" will be invited to attend the meeting as will the Headteacher, or deputy, to put forward their argument and viewpoints. Both the parent and school representative will be asked to leave the meeting for the Complaints Panel to decide the outcome.



The Governing Body Complaints Panel can:

- Discuss the complaint in part or in whole
- Uphold the complaint in part or in whole
- Decide on appropriate action to resolve the complaint
- Recommend any changes needed to school policies and systems to avoid a re-occurrence of the complaint.

The Clerk to the Governors will write to the complainant to report the outcome.

In the event of the complaint remaining unresolved, after Stage 2, parents or members of the community should be advised that if they wish, they are open to find further redress of their complaint by writing to the Director of Education, Education Walsall.

GLOSSARY

SEND - Special Educational Needs and Disabilities

SENCO - Special Educational Needs Co-ordinator

Assistant SENCO - Assistant Special Educational Needs Co-ordinator

EHCP – Education, Health and Care Plan

PLP – Personal Learning Plan