



## SEND INFORMATION REPORT 2020/2021

Turves Green Boys' School is a fully inclusive school that is committed to supporting each and every pupil to achieve their potential and prepare them for adult life.

The information in this report describes the provision we offer for pupils with special educational needs and/or disabilities (SEND) and the arrangements for supporting children and young people who are looked after by the local authority and have special educational needs (SEN).

The special educational needs and disability code of practice: 0-25 years (DfE 2015) describes a child as having SEND if 'they have a learning difficulty or disability which calls for special educational provision to be made for him or her'.

### **1.1 Types of Special Educational Needs**

There are four broad areas of need outlined in the code of practice and Turves Green Boys' School has extensive experience of supporting pupils with the following special educational needs.

<b>COMMUNICATION AND INTERACTION</b>	<b>COGNITION AND LEARNING</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES</b>	<b>SENSORY AND/OR PHYSICAL NEEDS</b>
<ul style="list-style-type: none"><li>○ Speech, Language and Communication needs (SLCN)</li><li>○ Autism (AS)</li></ul>	<ul style="list-style-type: none"><li>○ Moderate and severe learning difficulties, for example, dyslexia &amp; dyspraxia</li></ul>	<ul style="list-style-type: none"><li>○ ADHD/ADD</li><li>○ Attachment Disorder</li></ul>	<ul style="list-style-type: none"><li>○ Vision and hearing impairments</li><li>○ Physical disabilities.</li></ul>

### **1.2 Identification of SEND**

Should any parent be concerned their child has a special educational need they can contact their family doctor or the school's SENDCO.

**Nichola Davies –SENDCO email [sendco@tgbs.co.uk](mailto:sendco@tgbs.co.uk)**

**Should you want to book a telephone consultation or a face-to-face meeting please contact [s.chetwynd@tgbs.co.uk](mailto:s.chetwynd@tgbs.co.uk)**

#### **Pupils can be identified as having a special educational need through:**

- Close liaison between Turves Green Boys' School and their partner primary schools so that we are aware of pupil need at entry and can plan appropriate support;
- Working in partnership with home so any parents/carers can easily contact the SENDCO or a member of the pastoral team to share any concerns they may have about their child having a potential need.

- The SENDCO adopting a graduated approach in liaison with teachers and the pastoral team to collate evidence on the following:
  - Teacher assessment data and experience of the pupil
  - Progress, attendance and behavior data
  - Observations to compare pupil to their peer group
  - The views and experiences of parents/carers
  - The pupil's own views
  - LASS test

If this evidence base suggests there could be an underlying special educational need, the SENDCO, with parental consent, will refer and send evidence to Allens Croft Children's Centre. Please note the SENDCO cannot diagnose a special educational need but can conduct screening tests to support school data and professional feedback to external parties and specialists.

### **Parent & Pupil Consultation**

The SEND team operate half-termly coffee morning for parents should they wish to speak with SENDCO or any member of the SEND team (details below)

### **SEND Team**

- ❖ SENDCO (part time)
- ❖ HLTA - Autism Lead
- ❖ HLTA – SEND Testing Lead & external agency liaison and administration
- ❖ HLTA – Literacy Lead
- ❖ Level 3 Teaching Assistant – Vulnerable pupils
- ❖ Teaching Assistant – Physical disabilities
- ❖ Teaching Assistant – English and Maths support

In addition to coffee mornings, parents are encouraged to raise any concerns they have about their child with a member of the pastoral team who will then make a referral to the SEND team for a specific matter to be looked into. We openly encourage parents/carers to contact a member of the SEND team for any advice they need using the following contact emails.

[sendco@tgbs.co.uk](mailto:sendco@tgbs.co.uk)

[sendenquiries@tgbs.co.uk](mailto:sendenquiries@tgbs.co.uk)

[s.chetwynd@tgbs.co.uk](mailto:s.chetwynd@tgbs.co.uk)

### **Pupil Passports**

Pupil voice is captured through pupil passports. At the beginning of the academic year, every single pupil meets with a member of the SEND team to discuss their needs and understand the passport content staff must follow to help them make progress.

Pupil passports are created and stored on Provision Mapper and are written in consultation with pupils and shared with parents. Passports are available through Class Charts for teachers to read, understand and use to ensure pupils with SEN make progress in their lessons. Passport content has been written by the SENDCO and also identifies any additional equipment the pupil might need to use to access all aspects of the lesson.

## **1.4 Teaching and Learning Approach to SEND**

At Turves Green Boys' School, we believe that teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants. We aim to offer a broad and balanced curriculum and it is essential that staff have high expectations of learning and behavior for all of our pupils and expect all to achieve.

We ensure that all teaching staff are aware of the needs of pupils on the Special Educational Needs Register through Class Charts. To support pupils of varying abilities, and pupils with SEN, differentiation is key in supporting pupils in accessing curriculum content and making progress. We expect teachers to adapt lesson pace, content and language to support pupils with SEN. These strategies are outlined in pupil passports and must be adhered to help with pupil engagement and also to help with pupil progress. Passport content has been written by the SENDCO and also identifies any additional tools or equipment the pupil might need to access all aspects of the lesson. (see 1.7)

## **Continual Professional Development – CPD**

At Turves Green Boys' School, we deliver CPD that allows teachers to develop their skill set in the classroom. A key area of focus in 2019/2020 involved enhancing teachers' knowledge and understanding of specific SEND needs, and how to cater for these pupils; adapting practice to suit pupil needs at all times.

For academic year 2020/2021 we have spent considerable time delivering CPD that promotes independent learning within our classrooms, so all pupils are provided with visible learning steps, effective feedback and differentiation to ensure they learn more and achieve more.

## **Assessments, reports and data**

Key Stage 3 pupils will complete a combination of GL assessments for English and Mathematics and summative assessments during designated assessment weeks, these results will form the basis of pupil reports to parents. Whereas key Stage 4 pupils will complete summative and end of year examinations. These results will form the basis of pupil reports to parents.

Pastoral leaders will use the class chart system to monitor positive and negative behaviour points, as well as monitoring attendance data. This information is easily accessible and will be used by the SENDCO, in addition to assessment data, to inform the graduated approach and four-part cycle of assess, plan, do, review. This approach will focus on reviewing plans, actions and impact to inform discussions with parents should the SENDCO need to access specialist services from The Local Offer.

## **1.5 How we secure specialist expertise and involve external bodies**

Where the Graduated Approach Cycle identifies that the School Offer is having limited impact the SENDCO, with the agreement of parents/carers, will request assessment, advice and guidance from external agencies, voluntary sector organizations and The Local Offer <https://www.birmingham.gov.uk/localoffer>.

## **Turves Green Boys' School liaise with the following organizations:**

### **Communication Autism Team (CAT) – Aaron Yorke**

The Communication and Autism Team (CAT) provide support to children and young people, parents, carers, schools and academies in Birmingham. They consist of a team of specialist staff who work closely with settings to develop good autism practice through utilising the Autism Education Trust (AET) framework.

Ongoing support and advice to schools to ensure that autistic children and young people can access learning and develop life skills that will enable them to fulfil their educational, social and employment potential.

CAT work with children and young people with a diagnosis between the ages of 2 and 25 years. For those children and young people who do not yet have a diagnosis, there may be the opportunity to offer a level support where there is appropriate confirmation that they are on the diagnostic pathway.

### **Educational Psychologist – Annie Kent**

Turves Green Boys School currently subscribe to the Educational Psychologist service provided by Birmingham Local Authority. This enables us to access professional services to support teaching and learning, meeting complex needs, parenting and family work.

### **PSS (Pupil Support Service) – Kate Butcher**

Pupil and School Support work with educational settings to help pupils with cognition and learning difficulties and other vulnerable groups progress and achieve to the best of their abilities. They work with children and young people to

- Increase levels of engagement and improve confidence
- Listen and respond to what pupils and their families tell us and include their ideas and views as part of our feedback to schools

### **They work with schools to:**

- Develop the strategic approach of SENCOs, ensuring they are able to lead whole school improvement
- Increase staff capacity to support pupils with SEN
- Support early identification of need and evidence-based intervention

### **PDSS (Physical Disability and Support Service) – Karen Gilmann**

PDSS is part of the Access to Education integrated support service for schools in Birmingham. Their aim is to support and promote the inclusive education of children and young people with physical and motor difficulties in mainstream settings and schools.

They work collaboratively with education settings to promote positive inclusive practice of pupils with physical difficulties in mainstream schools.

They aim to develop the skills of the staff in schools through visits, observations, assessments and training. PDSS will advise schools in their compliance with the Equalities Act 2010 and their statutory duties. They will contribute to Special Educational Needs statutory procedures if appropriate.

### **Forward Thinking Birmingham**

FTB offer assessment and mental health support for young people and their families. With parental consent and where we feel this would be the most beneficial course of action, we can refer a pupil to access their services.

### **Virtual School**

Turves Green Boys' School mainly work with The Birmingham Virtual School to discuss and co-ordinate educational services for children in care. The Virtual School Lead works in partnership with Turves Green Boys' School, the child, social worker, family and other key professionals both within Birmingham and other local authorities where children may be placed.

Their role is to monitor the progress of all of Birmingham's children in care as if they were in one school and advocate for children and young people; to make sure they are supported at all stages of their education and have the best opportunities to be successful in their adult lives. Turves Green Boys' School also have extensive experience of liaising with Virtual Schools in other Local Authorities. If a child in care has a special educational need, we will discuss The Virtual School the most appropriate way to spend the Pupil Premium Plus budget to support their academic progress in school.

### **1.5 Evaluating the effectiveness of SEND provision**

Should data suggest a pupil with SEN would benefit from specialist intervention to help further meet their needs, then the pupil, in agreement with home will be able to access a specialist intervention with a member of the SEN team. The range of interventions are outlined below:

This list covers the additional, time-limited interventions provided for some pupils who need help to accelerate their progress and enable them to work at or above age-related expectations.

- ❖ Pastoral support and intervention
- ❖ Subject specific intervention after school
- ❖ Literacy and/or numeracy intervention, such as Accelerated Reader.
- ❖ Social skills and emotional support interventions
- ❖ Dyslexia intervention, such as Lexia programme
- ❖ Catch up intervention, such as Accelerated Reader/Reciprocal Reading
- ❖ In class support from Teaching Assistants
- ❖ Access Arrangements

All teaching assistants use a graduated approach to planning, delivering and assessing these interventions. Where appropriate we will use pupil feedback and reading age tests to demonstrate impact over the course of the intervention.

We will also evaluate the effectiveness of provision for pupils with SEND through:

- ❖ Pupil questionnaires
- ❖ Quality assurance checks by SENDCO
- ❖ Holding annual reviews for pupils with EHCPs

- ❖ Annual review of pupil passports for those pupils on the SEND register who do not have an EHCP
- ❖ Impact data from SEN interventions

### **1.6 Social, Emotional and Mental Health Support**

Pupils who receive regular in house support their emotional needs or support from external agencies will be placed on the SEND register. The HLTA Autism Lead can offer Anxiety Gremlin and Anger Gremlin for those autistic pupils struggling with their sensory or emotional needs. For those pupils without a diagnosed special education need we do offer support in school from our school counsellor, Shelly Kiel. We also plan to appoint a Mental and Emotional Health Co-coordinator this academic year to work with pupils and their families in supporting and managing their emotional needs.

### **1.7 Accessibility Arrangements & Additional Equipment**

Should the parents/carers of a child with a physical disability, visual or hearing impairment choose for their son to attend Turves Green Boys' School the SENDCO will contact the parents/carers to discuss need, provision and agree the contents of an accessibility plan. In addition to this the SENDCO will liaise with the child's previous school to ensure all documentation is up to date and accurate.

Should a child's need potentially hinder their ability to access any aspect of school life, for example, involvement in PE lessons, the SENDCO would contact PDSS and organize for department specific training to upskill teachers to increase the extent to which disabled pupils can participate in their subject's curriculum content.

At Turves Green Boys' School we encourage and enable pupils with disabilities to access all aspects of school life and offer the following facilities:

- ✓ Lift access
- ✓ Ground floor toilets
- ✓ Disabled parking at the front of school
- ✓ Personal evacuation plans in the event of a fire drill or any other reason with an assigned member of staff
- ✓ Access arrangements to support pupils during assessment weeks and mock examinations. These will be formally assessed in year 9 to support pupils transitioning to key stage 4.

Where appropriate and reasonable we would adjust the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services. For example, provide a physiotherapy space.

### **Additional Equipment**

To improve the delivery of information to pupils who have a special educational need and/or a physical disability or impairment we offer the following:

- ✓ **Coloured overlays** – these are used to support a range of pupils, for example those with Irlen Syndrome or dyslexia. A colored overlay can help with reading speed and for writing we would recommend using buff paper to reduce eye strain for those pupils.

- ✓ **Enlarged Print** – this can be included on a pupil passport and teachers can enlarge information and task sheets and provide enlarged text in any assessment or examinations.
- ✓ **Laptops** – if a pupil has been assessed as needing a laptop to support extended writing, this can be provided by the school. The pupil is responsible for collecting and returning the laptop to The Hub on a daily basis, printing their work off and gluing it into their exercise books.
- ✓ **Dyslexic Friendly Dictionaries** – these will be provided to teachers Miss Chetwynd to support those pupils with dyslexia in different lessons.
- ✓ **Handwriting Pens** – we do offer handwriting pens and writing support frames for those pupils in need of additional help with their handwriting, such as those pupils with hypermobility or cerebral palsy.

### **1.8 Preparation for Adulthood**

Turves Green Boys' School employs a part-time Level 7 Careers Advisor. Dan Tehan is the founder of Stepping Forward which achieved the coveted Matrix Award. He prioritizes pupils with SEND for careers interviews and interventions at the beginning of year 11. This is to ensure they have the appropriate help and support throughout year 11 whilst transitioning to post 16.

As part of their annual review, pupils with EHCPs will start preparing for adulthood in year 9. Discussions with the SENDCO will identify and agree with parents and the pupil what additional support they may need to enable them to feel prepared for post 16 and life in the workplace

### **1.9 Complaints**

The school's SENDCO is Ms Davies who is contactable on (0121) 483-2890 or [sendco@tgbs.co.uk](mailto:sendco@tgbs.co.uk) Should a parent have any concerns or complaints about SEND provision they should contact the SENDCO in the first instance. Formal complaints must be made through the school's procedures.