



# DAME ELIZABETH CADBURY School

## SEND School Report - Local Offer 2018-2019

Full details of the Birmingham Local Offer can be found at: <https://www.birmingham.gov.uk/localoffer>

Schools – our arrangements for	Provision at Dame Elizabeth Cadbury
<p><b>Overview</b></p>	<p>The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Pages 106 &amp; 107) states that:</p> <p>The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should include information about:</p> <ol style="list-style-type: none"> <li>1. The kinds of SEN that are provided for</li> <li>2. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</li> <li>3. arrangements for consulting parents of children with SEN and involving them in their child’s education</li> <li>4. arrangements for consulting young people with SEN and involving them in their education</li> <li>5. arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</li> <li>6. arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</li> <li>7. the approach to teaching children and young people with SEN</li> <li>8. how adaptations are made to the curriculum and the learning environment of children and young people with SEN</li> <li>9. the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</li> <li>10. evaluating the effectiveness of the provision made for children and young people with SEN</li> <li>11. how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</li> <li>12. support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</li> <li>13. how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families</li> <li>14. arrangements for handling complaints from parents of children with SEN about the provision made at the school</li> </ol>

	<p>Provision for students with SEND is therefore a matter for the whole school. In line with the Revised Code of Practice (2015), Dame Elizabeth Cadbury will:</p> <ul style="list-style-type: none"> <li>• Follow the guidelines laid down in the SEND Code of Practice: 0-25 years in accordance with the Department of Education/Department of Health statutory guidance regarding special education needs and disability (June 2014)</li> <li>• Liaise closely with partner primary schools so that we are aware of pupil need at entry and can plan appropriate support (Point 6)</li> <li>• Promote an inclusive ethos which ensures that all students feel valued and that the needs of all students are met (Point 11)</li> <li>• Ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum (Point 10)</li> <li>• Provide for the individual needs of all students with SEND and support their participation in mainstream education in order to maximise their achievement and progress (Point 11)</li> <li>• Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed and evaluated (Point 2)</li> <li>• Take the views and wishes of the young person with SEND into account (Point 4)</li> <li>• Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their son / daughter's progress and development (Point 3)</li> <li>• Care for everyone equally and provide a secure, happy and yet demanding and stimulating environment, both inside and outside the classroom (Point 12)</li> <li>• Prepare students to become responsible citizens, able to take advantage of the opportunities of adult life, and respectful of the values and cultures of others (Point 6)</li> <li>• Make appropriate arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood (Point 6)</li> <li>• Consultation with parents / carers about this report is, for instance, planned via calendared SEND Coffee Mornings throughout the academic year (Point 3)</li> </ul> <p>As young people prepare for adulthood, outcomes should reflect their ambition which could include higher education, employment, independent living and participation in society. We have a dedicated Careers Advisor who works with students at school to provide appropriate Careers Education, Information, Advice and Guidance (CEIAG). (Point 6)</p>
<p><b>Teaching and learning</b></p>	<ul style="list-style-type: none"> <li>• We ensure that all teaching staff are aware of the needs of pupils on the Special Educational Needs Register and will make appropriate provision</li> <li>• Our dedicated, skilled and caring staff have high expectations of learning and behaviour for all our students and expect <u>all</u> to achieve</li> <li>• Students of all abilities are supported within lessons to reach their potential and access and understand what is being taught in lessons</li> <li>• Teachers and Learning Inclusion Leaders (teaching assistants) receive training on how to best support our students' needs</li> <li>• In most lessons, students are grouped according to prior attainment; this means that our students can receive focused teaching and learning strategies according to their level of knowledge, skills and understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• We promote independent learning within our classrooms, so some students may be provided with smaller steps to achieve their objectives</li> <li>• If we identify that our students need extra, specialist support to catch up in literacy and numeracy, there are various intervention programmes that will support them to make progress. These may include smaller group sessions, focused teaching, use of specialist intervention techniques and programmes or support from a Learning Inclusion Leader</li> </ul> <p>(Points 2, 5, 7, 8, 9, 10, 11)</p>
<p><b>Assessing learning and wellbeing</b></p>	<p><b>Assessments and Reports:</b></p> <ul style="list-style-type: none"> <li>• In addition to on-going assessment in lessons, students are formatively assessed half-termly and summatively assessed, termly</li> <li>• Summative and formative assessments help us check the progress they are making and decide if they need any extra intervention to help them catch up</li> <li>• Students will also receive focussed support from teachers in lessons according to the on-going assessment for learning that takes place in every lesson</li> <li>• This assessment information is sent home to parents regularly, along with data on behaviour, attendance and punctuality, so they will be able to monitor their child’s progress in school</li> </ul> <p>BROMCOM data:</p> <ul style="list-style-type: none"> <li>• BROMCOM is our reward and behaviour system.</li> <li>• We use BROMCOM to monitor students' behaviour and attendance in lessons</li> <li>• Students get marked in each lesson and can earn extra points for effort, contributions and/ or consistently outstanding behaviour for learning</li> </ul> <p>Form time:</p> <ul style="list-style-type: none"> <li>• During form time, data from our BROMCOM system is shared with students so they understand how they are progressing in different areas of school</li> <li>• Time is taken to get to know students and help them set targets based on their learning and well-being</li> </ul> <p>We will follow the graduated approach and the four-part cycle of <b>assess, plan, do, review</b>.</p> <p>The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:</p> <ul style="list-style-type: none"> <li>• The teacher’s assessment and experience of the pupil</li> <li>• Their previous progress, attainment and behaviour</li> <li>• Other teachers’ assessments, where relevant</li> <li>• The individual’s development in comparison to their peers and national data</li> <li>• The views and experience of parents</li> <li>• The pupil’s own views</li> </ul>

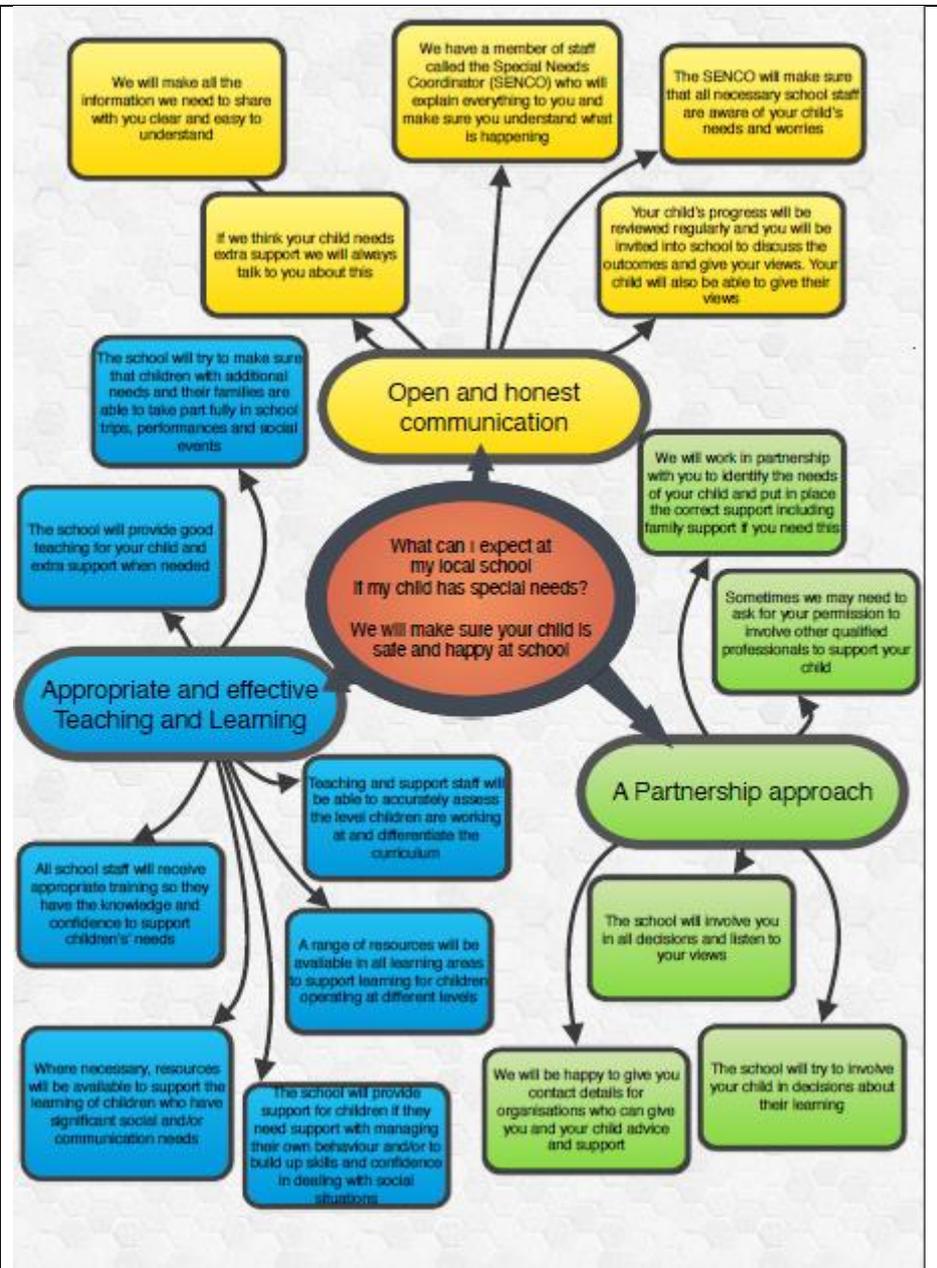
	<ul style="list-style-type: none"> <li>• Advice from external support services, if relevant</li> </ul> <p>The assessment will be reviewed regularly</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p> <p>(Points 2, 3, 5, 10, 11)</p>
<p><b>Access to the curriculum</b></p>	<p><b>Curriculum Overview</b></p> <p>We aim to provide a broad, rich, and knowledge-based curriculum, which meets the needs of all our pupils. We have carefully thought through the body of knowledge that we want to give our pupils, so our young people leave us with the knowledge, understanding and skills to be successful adults. Furthermore, our curriculum facilitates successful access to appropriate progression into our own sixth form, or employment or training. From September 2018, we now offer an ample and exciting curriculum for our post-16 learners. From traditional academic courses to the more vocational, our pupils can keep learning and growing their knowledge here at Dame Elizabeth Cadbury, from Year 7 through to Year 13.</p> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• This means that the way in which students are taught is adapted by teachers to enable all students to access learning that is as challenging as that experienced by their peers, but delivered in a way which enables them to access it</li> <li>• Students are set into groups using different measures including KS2 tests and baseline data. They are then put in one of 5 groups (7 groups in Year 7 and 8) depending on their prior attainment</li> </ul> <p>LIL support:</p> <ul style="list-style-type: none"> <li>• Learning Inclusion Leaders (LILs) are teaching assistants. They support in lessons to enable students to gain specific support around reading, processing and understanding of information</li> <li>• The LILs also work with some students outside of lesson time, to complete pre-learning and essential skills to help access the curriculum</li> </ul> <p>(Points 6, 8, 10, 11)</p>
<p><b>How we arrange for specialist expertise in school</b></p>	<p>If we identify that additional support is needed for a child in school, referrals are made to the SENCO – Mr Rackham. This would be for support needed above that provided in lessons by teachers differentiating the material for students to access.</p> <p>If the support needed was of a pastoral nature (behaviour or emotional/social/mental wellbeing) this would be referred to the student's Head of House – see pastoral support. Support for improving emotional and social development is also provided through extra pastoral support arrangements. This includes listening to the views of children and young</p>

	<p>people with SEND. Measures are in place to prevent bullying, such as Anti-Bullying Reps and Head of House intervention. The Believe Centre is part of our school's offer of early help and intervention within our behaviour and SEND support framework. Where appropriate, time in the Believe Centre provides a 1 to 1 nurturing support mechanism for identified SEND students, supporting them to overcome specific issues that are impacting their emotional wellbeing, attendance and / or behaviour.</p> <p>(Points 12, 13)</p>
<p><b>How we arrange for specialist expertise from outside school</b></p>	<p>If in school support and expertise is not specialised enough to support a student's needs, the SENCO or pastoral team may make a referral to the appropriate outside agency – see partnership links.</p> <p>(Point 13)</p>
<p><b>How we work in partnership with people who 'support' us and our pupils</b></p>	<p><b>Partnership links</b></p> <p>At Dame Elizabeth Cadbury School, we have many outside agencies that we work alongside to provide the best support for our pupils, staff and parents.</p> <p>The services and agencies may be accessed if in-school support is not specialised enough to meet the needs of our students. We therefore seek advice and support from outside agencies when necessary.</p> <p>If deemed as being required, the services will be accessed with parental consent.</p> <p><b>Educational Psychologist (EP):</b> The EP's are used to assess and work with pupils who may be struggling with a variety of different needs that are significantly affecting their learning. They work with the school to help develop strategies to support the student even better. Our EP is Claire Jarvis</p> <p><b>Pupil and School Support Services (PSS):</b> PSS provides support to school in promoting inclusion and raising achievement with a particular focus on children and young people with cognitive and learning difficulties. They work with school to identify strategies to help students progress and achieve to the best of their potential. Our PSS worker is Erica Hewetson</p> <p><b>CAT (Communication and Autism Team):</b> CAT provide support and advice to students and parents of students with Autistic Spectrum (AS); they also train staff in school to allow us to reach more pupils. Our CAT worker is Anne Seymour</p> <p><b>FTB (Forward Thinking Birmingham):</b> FTB provide assessment and treatment of mental health issues to support young people and their families to understand their difficulties and to reduce the impact of their difficulties in their everyday lives.</p> <p><b>School nurse:</b> The school nurse is not based on site. She can visit school to give advice, care and support to students and parents.</p>

	<p><b>Family Support Worker:</b> Some families will need additional support and through referrals to CASS and may be offered a family support worker to help them with the complex needs of their family.</p> <p><b>Social services:</b> Dame Elizabeth Cadbury works closely with Birmingham City Council's Children's Advice and Support Service (CASS) supporting trainee social workers who work alongside our pastoral staff to support students and families with social and emotional issues.</p> <p><b>SWEET project:</b> This is linked to CASS and links students who fall outside of social service criteria, but still need intensive support for social and emotional needs.</p> <p><b>Aquarius:</b> Aquarius work with students who need help and support to deal with alcohol, drugs and gambling problems.</p> <p><b>Think Family:</b> At Dame Elizabeth Cadbury, we work with Think Family to secure better outcomes for children, young people and families with additional needs by co-ordinating the support they receive from children's, young people's, adults' and family services.</p> <p><b>SHB (Sexual Health Birmingham):</b> Works with our students that may be experiencing overly sexualised behaviour. They offer counselling and therapy to support their understanding of the behaviours being displayed.</p> <p><b>YOT (Youth Offending Team):</b> YOT works with school to help promote a sense of community and duty of care. The team will work whole school as well as with individuals and groups of students as needed.</p> <p>(Point 13)</p>
<p><b>Pastoral support</b></p>	<p><b>House Structure:</b></p> <ul style="list-style-type: none"> <li>• Within school pupils are part of a form group. The form groups meet daily first thing for 25 minutes and again at the end of the day for 10 minutes.</li> <li>• The form tutors are the first port of call for students who need support.</li> <li>• The consistency of meeting daily allows students to build a strong relationship with their form tutor and peers.</li> <li>• The form groups belong to one of three Houses: York, Exeter and Durham.</li> <li>• Each House has a Head of House who is a senior teacher within school:</li> </ul> <p><b>York – Mrs Greene (Mrs Hartland is currently on Maternity Leave)</b> <b>Durham – Mr Robinson</b> <b>Exeter – Mr Hanson</b></p>

	<p>The Heads of House oversee all pastoral needs within their House for all students.</p> <p>(Points 11, 12)</p>
<p><b>Equipment provided by schools</b></p>	<p><b>Coloured overlays:</b> These are used to support a range of pupils, for example those with Irlen syndrome or for some dyslexic learners where this has been identified as helpful. In addition, students' work and resources may also be printed on a particular coloured paper if it is of benefit to the pupil.</p> <p><b>Laptops:</b> If a student has been assessed as needing a laptop to support writing, then this may be provided by school – funding dependent – for students to use within school for a short term solution or longer term if deemed necessary.</p> <p><b>Dyslexic friendly dictionaries:</b> These will be provided to students who struggle with spellings due to processing difficulties.</p> <p>(Points 1, 8)</p>
<p><b>Arrangements to promote 'access'</b></p>	<p>We have an accessible toilet on the ground floor.</p> <p>Teachers differentiate their teaching to ensure that students of different prior attainment levels can access and understand the work.</p> <p>Access arrangements are in place for internal and external exams based on a pupil's normal way of working. In Year 9 this is assessed formally to allow us to meet exam board regulations. If the pupil meets the criteria for official access arrangements these are submitted to the exam board and may be used in all external exams.</p> <p>(Points 7, 8, 11)</p>
<p><b>More intensive engagement with parents and carers</b></p>	<p>We work closely with parents / carers to continually develop the home-school partnership.</p> <p><b>Parent Workshops:</b> We run different workshops throughout the year to provide support for parents on a number of different issues.</p> <p><b>Annual Reviews:</b> All students who have an Education Health Care Plan (EHCP) will receive annual reviews. Parents/Carers and students will be invited to these, alongside other key professionals who have been involved with the student's care.</p> <p>All students who are on the SEND register have a Pupil Profile. The Pupil Profile is reviewed in partnership with the school, student and parents / carers.</p> <p><b>Learning Inclusion Team (LIT) and SENCO feedback:</b> Students that receive group intervention from the LIT or SENCO will receive regular contact to discuss progress and support being given.</p> <p>(Points 3, 4, 9, 10)</p>

<p><b>Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN</b></p>	<p>We maintain an up-to-date register of Special Educational Needs via provision mapping, which contains information on student needs and appropriate support and strategies.</p> <p>This includes information relating to students identified as having School Support (K) along with those students who possess an Education Health &amp; Care Plan (EHCP). The types of need within the four areas of SEND are Communication &amp; Interaction; Cognition &amp; Learning; Social, Emotional &amp; Mental Health Difficulties; and Sensory and/or Physical.</p> <p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> <li>• Reviewing pupils' individual progress towards their goals</li> <li>• Reviewing the impact of interventions</li> <li>• Using pupil questionnaires</li> <li>• Monitoring by the SENCO</li> <li>• Using provision maps to measure progress</li> <li>• Holding annual reviews for pupils with EHC plans</li> </ul> <p>All students' progress will be monitored closely by their form tutor, faculty leaders, Head of House and subject teachers. All students with SEND will also be monitored closely by Mr Adrian Rackham as SENCO.</p> <p>Complaints about SEND provision in our school should be raised initially with the relevant Head of House, then SENCO, followed by the Headteacher if a resolution has not been reached. The majority of issues raised by parents, pupils or the community are concerns rather than complaints. The school is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. The prime aim of the school's policy is to resolve the complaint as fairly and speedily as possible. The following details outline the stages that can be used to resolve complaints.</p> <p>(Points 1, 2, 3, 4, 14)</p> <p>This Complaints Policy has three main stages:  Stage 1 A concern is raised with a Head of House, member of Leadership (SENCO) / Headteacher.  Stage 2 Formal complaint is heard by Chair of Governors.  Stage 3 Complaint is heard by Complaints Appeal Panel.  The school's Complaints Policy can be found on the main school website:  <a href="https://www.decschool.co.uk/statutory-information">https://www.decschool.co.uk/statutory-information</a></p>
<p><b>The local authority local offer</b></p>	<p>Our local authority's local offer is published here:  <a href="https://www.birmingham.gov.uk/localoffer">https://www.birmingham.gov.uk/localoffer</a></p> <p>The 'Bubbles diagram' below sets out the Local Authority's commitment to: Teaching and Learning, Open and Honest Communication, A Partnership Approach:</p>



Links to other Dame Elizabeth Cadbury School and Matrix Academy Trust policies:

- DEC Special Educational Needs and Disabilities Policy
- DEC Behaviour Policy
- Matrix Academy Trust Complaints Policy
- Teaching & Learning Handbook
- DEC Equality Policy
- Child Safeguarding Policy