

SEN Information Report

James Brindley School works mainly with pupils who cannot access their schools due to health needs. We deliver education across many sites including teaching centres and hospitals throughout Birmingham.

The SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within James Brindley School.

What are the kinds of special educational needs for which provision is made at James Brindley School?

This is a school which provides education for pupils with Special Educational Needs (SEN) and Mental Health related issues as well as children in hospital. This provision is for children at KS2, KS3 and KS4. Children will be provided with an appropriately paced and differentiated curriculum.

The pupil's identified needs will be complex and significant. Pupils may also have associated needs in the areas of social, emotional and communicational interactions (Autistic Spectrum Condition ASC, Attention Deficit Hyperactivity Disorder ADHD, Obsessive Compulsive Disorder OCD). In addition pupils may have sensory difficulties. The admission arrangements for our pupils can be found on our website within the admission policy.

[Admissions policy.](#)

[More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy](#)

What are the school's policies for the identification and assessment of pupils attending the school?

Some pupils will be under assessment or have a statement of special educational needs or, from September 2014 will have an Education Health and Care Plan (EHCP). This year families of children entering school have been involved in the new process of requesting an Education Health Care Plan supported by colleagues from Birmingham Education Authority. We are receiving these draft plans in the autumn term 2015 and will be continuing to work closely with families.

[Further information on the admissions process to our school can be found on our website](#)

What is the provision for pupils at James Brindley School and how is it evaluated?

It is a requirement that all pupils attending The Dovedale Centre must have a statement of special educational needs or an Educational, Health and Care Plan.

Across other James Brindley sites pupils have a range of SEN support needs or physical mental health issues.

Our school ethos is every child matters every moment counts

Our School is a place where everyone is treated with respect and its aims and objectives are outlined below:

Aims

James Brindley School is an inclusive school that aims to help all pupils reach their full potential. There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

We aim to reduce barriers to learning and achievement by providing each pupil with a personalised learning programme that is differentiated according to need.

All staff have responsibility for assessing and identifying individual pupil need and for planning a curriculum which meets the full range of pupil's needs and abilities. There is a strong focus on improving outcomes for pupils.

The school works alongside various support agencies such as [Forward Thinking Birmingham](#) (previously Children and Adolescent Mental Health Services, CAMHS), Birmingham City Council provide speech and language therapist, Educational Psychologists and Communication and Autism team staff as well as our own employed Mental Health Practitioner. This provides a holistic approach to every child's well-being. The school firmly believes in close co-operation between education, health and social care.

Objectives

To provide a broad, balanced and differentiated curriculum for all pupils and achieve this by:

Setting appropriate learning challenges and creating a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.

Overcoming barriers to learning ensuring a good learning environment, creating a good home and school relationship, providing advice and identifying support and the needs of the pupils and providing early intervention strategies to assist them.

Ensuring the participation of pupils and their parents in decision making (targets on IEPs, EHC plans, post 16 provision and so on) and fostering relationships with parents and other professionals.

Provide all staff with training and development opportunities to enable effective practice.

Promote British Values and the pupils spiritual, moral, cultural and social well-being so that they are secure, confident and well motivated.

Help pupils acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

There is further detail on our website about our own school offer for SEND and this links to the Local Offer on <https://www.mycareinbirmingham.org.uk/>

Birmingham's Local Offer: <https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>

All staff have a responsibility to meet the needs of all the pupils at James Brindley School. How will the staff support my child?

School staff details are on the [website](#). The school contact details are also on the website where you will be able to access [senior management](#) or the class teacher's and form tutor's.

Staffing levels are such that pupils are taught in classes of up to 10 pupils with a teacher and teaching assistant.

In some classes children are taught in smaller groups or 1-1 by both the class teacher and teaching assistants. In the home children are usually taught individually.

The school receives advice from a range of health professionals in order to meet the needs of the pupils as assessed by the appropriate professionals. We are working closely with our Forward Thinking Birmingham and [Special Educational Needs Assessment Review](#) (SENAR) colleagues to implement the new [SEN Code of Practice](#). We will work closely to keep parents/carers informed of the changes and next steps for their families.

What training do staff have in relation to the needs of pupils at James Brindley School?

All staff receive thorough and on going training in meeting the needs of children with mental health and special educational needs. All staff receive a detailed induction programme and then undergo a thorough teacher appraisal system. Lessons are regularly and jointly observed in a peer mentoring capacity. Regular work scrutiny's and learning walks take place by senior leadership and heads of curriculum.

Dovedale	Hospitals	Bridgeway's
Northfield	Specialist Provision	Hometeaching
Parkway	Willows	

How will the curriculum be matched to my child's needs?

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas but is personalised by staff to enable pupils to access each subject and make expected progress. Detailed schemes of work are available for every subject. Within each theme staff differentiate learning outcomes. Progress is not just academic and we ensure that a holistic approach is provided to allow pupils to develop life skills. In [Hospital](#) and [Hometeaching Sectors](#) the pupils follow the national curriculum of their current school which allows pupils to stay up to date with their studies and ease the transition back to their home school.

How will I know how well my child is doing and how will you help me to support my child's learning?

Assessments of your child's progress are made regularly; summative assessment is commonly referred to as assessment of learning, in which the focus is on determining what the pupil has learned at the end of a unit or scheme of work. Common forms of summative assessment would be tests, exams, end of unit assessments or projects for which a mark, grade or level is given.

Formative assessment is commonly referred to as assessment for learning, in which the focus is on monitoring pupil response to progress and provides immediate feedback to both the teacher and pupil in each and every lesson. This means the teacher can then plan for the development of future learning for each pupil.

Homework is important for many reasons as it encourages your child to develop time management skills, to work independently, take responsibility for his or her work to review and practice what has been covered in class and explore their own interests above and beyond the classroom.

Pupils have varying levels of homework as they progress through the school. We recognise that for some pupils homework is a real obstacle however parents are asked to support this.

Feedback on progress is done through termly reviews and annual school report.

How will my child be included in activities outside the classroom including school trips?

James Brindley School offers a wealth of opportunities for all children to participate in whole school, curriculum and off site activities.

The extent and participation rates will vary depending on the pupil but we support all pupils to take part in some form of extra curricular activity with the school year unless there is a specific health need that prevents this.

Parents are asked to give generic permission to participate in curriculum activities. All pupils will be risk assessed and all trip locations are comprehensively risk assessed by our Educational Visits Coordinator's (EVC trained Assistant Principals.)

[Click here to view our extra curricular activities webpage](#)

How will equipment and facilities be provided to support pupils at James Brindley School?

Each site has a centre budget which is then used to provide personalised, bespoke resources and equipment for the different range of pupil needs.

How is the decision made about what type and how much support my child will receive?

When a pupil requires support on a daily basis this is provided by the form team or key worker.

What does this support look like?

- One to one discussion and talk time to discuss worries, concerns, issues in school or other
- Clubs and activities during the school day
- Literacy or numeracy intervention

If additional support is needed then the form teams or key worker speak with the senior leaders to discuss what this might be and implement this extra help and guidance across all lessons. More often than not this type of support could be clubs and activities at unstructured times or form time solution circle which involves identify problems or conflicts, sets out an action plan and agreed solutions to help resolve issues.

Due to the high staff to pupil ratio in each class or 1-1 teaching and in school support we provide, it is rare that further support is required however under extreme circumstances the school would liaise with the local authority for further funding and involve the parents in the process.

How accessible is the school environment?

Please click on the sector links to view the accessibility of each school environment.

Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

All parents and families are welcome to visit the school prior to their child or young person attending the school. You can arrange this this by clicking on to the appropriate teaching centre to obtain all contact details.

What are the arrangements for consulting parents of children/young people at James Brindley School and involving them in the education of their child?

At James Brindley parents are fully included in the process of working with their children.

This includes:

- Initial visits to school.
- Introductory meetings.
- The option of daily home/school book for information exchanges and key messages.
- Pupil Planners to help pupils organise their day and provide feedback to parents.
- Termly parent/teacher meetings including update from professionals.
- One school report a year - one curriculum and one linked to annual review of statement/EHC Plan.
- Three review meetings per year (including annual review where appropriate).
- Parent workshops and training (Cygnet, Coffee Mornings, Cerebra, Triple P).
- Parental representation on Governing Body and Local Sector Committee Meetings.
- Parent involvement in changes in school through informal and formal consultations.

- Specialist provision eg. Ardenleigh Letters to parents, Feedback to parents on Ward Rounds, celebration evenings, Clinical Team meetings and Care planning approach meetings.
- Phone conversations with parents through form tutors fostering positive early intervention.

What are the arrangements for consulting young people and involving them in, their education?

The aim is to involve all pupils with decision making where possible to help them feel empowered. All children and young people in our school are treated with respect. There is full personalisation for the curriculum for each pupil in order that they can access and experience success throughout their school life and develop the skills for life post 16.

The School Council and Pupil Parliament means that pupils contribute and decide on aspects of school life relating to their needs. [Click here for the school council and pupil parliament dates and example agenda.](#)

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision at the school?

The complaints procedure is available on the [website click complaints policy.](#)

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the school; others have different lines of management as can be seen below:

Staff are employed directly by the school. This includes contract teachers, sessional teachers teaching assistants and lunchtime supervisors (Dovedale Centre), a dedicated Mental Health practitioner and Speech and Language Therapist. Administration staff are also school employees. Our Careers Education Information Assessment and Guidance (CEIAG) advisor also provides all our pupils with information and helps them to access further education and guidance and leads a work experience initiative in year 10.

School Nurses, Occupational Therapists, Forward Thinking Birmingham team and Physiotherapists are employees of Birmingham. All these professionals work within school training staff, advising staff, working with children and young people and their parents/carers.

Please click on the links below to learn more about:

- [James Brindley Team SENCOs](#)
- [Speech and Language Therapy](#)
- [Mental Health Practitioner](#)
- [CAT \(Communication and Autism Team\)](#)

- [Nursing Team](#)
- [Careers Education Information Assessment and Guidance \(CEIAG\)](#)
- [A2E](#)
- [Educational Psychologists](#)

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies. [Click here to view of school transport contract and contact details.](#)

There are social workers for children/young people with disabilities. They are Local Authority Employees and are based within the [Children Specialist Services.](#)

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for college/adulthood?

- Careers Adviser to attend all Y9, 10 and 11 Statement / EHCP reviews in school offering independent impartial advice and guidance regarding transition.
- Individual 1:1 appointments for all Y11 pupils regarding post 16 options.
- Alerting parents and carers to post 16 provision, the application process, funding and timescale via workshops and information sent home including: Local college contact details and open day information Birmingham mainstream schools with sixth forms including size Birmingham Special Schools Resource Bases - offering inclusive provision in Birmingham maintained secondary schools Work Based Learning brochure – local information about traineeships and apprenticeships Special Educational Needs and Disability Information Advice Support Service SENDiass contact details Advocacy Matters contact details who offer support to young people and families The Association of National Specialist Colleges NATSPEC website which includes some Birmingham based specialist colleges such as Queen Alexander College and Ruskin Mill.
- Careers Fayre held once a year with over 20 outside providers for all pupils, parents and carers to attend from Y9 onwards, both sole and dual registered.
- Colleges to deliver assemblies regarding courses and apprenticeship post 16 within sectors.
- Training providers to deliver assemblies regarding traineeships and apprenticeships.
- Whole year group visit to colleges arranged within Sectors.
- Arranging individual pupil visits to colleges and training providers supported by the Careers Adviser or TA including parents / carers when appropriate.
- Careers Adviser participating in parent and carer coffee mornings within sectors offering impartial advice and guidance.
- CV writing workshops.
- One week work experience for Y10 pupils in the summer term.
- Careers Adviser attendance at GCSE results day and offering on-going support via telephone, email and individual appointments to support in the transition to post 16 provision, throughout the autumn term after a pupil has completed Y11.
- Mock interviews in preparation for post 16 application process organised within sectors.
- Independent travel training offered within sectors on an individual pupil basis.

- Developing strong links with post 16 providers to ensure supported transition for pupils.

We support pupils, parents and carers in exploring and applying to post 16 provision for all of our sole registered pupils including:

- Specialist provision
- Special school sixth form
- FE colleges
- Traineeships
- Apprenticeships

All transitions are well planned for through-out school as pupils move from KS2 to KS3 then to GCSE and post 16. Parents/carers always have the opportunity to meet the new teacher and class staff at any time and during transition days.

What should I do if I feel the Local Offer is not being delivered or meeting my child's needs?

Parents should in the first instance meet with the form tutor and SENCO. This information can be found by [clicking here](#). Furthermore you can contact the Principal [click here](#).

Where appropriate an annual review can be arranged and all professionals invited to formally review your child's progress and current provision.

The Local Offer will be next reviewed September 2016

Please click the link to find out what our current parents and pupils think about James Brindley School. [Parent view Ofsted](#).