

The Coleshill School SEND Report – March 2022

This document has been written in compliance with "The SEND Code of Practice: 0-25 years" (2014). As such, it is a working document and will be reviewed and updated as practice or policies evolve.

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

A student is considered to have SEND, when despite quality first teaching there is a significant gap in progress, or where emotional or medical needs impact directly on learning and/ or well-being. A student may be identified as having a Special Educational Need (SEN) at any stage during his/her education. This may be a long term difficulty requiring continuing support, or a short term difficulty requiring a specific intervention.

Information about your child's special educational needs comes from a number of sources:

- primary school liaison for year 7 transfer
- screening tests or diagnostic assessments
- pupil progress and assessment data
- observations
- teaching assistant/ year leader /teacher feedback
- parental concern
- student self-referral
- phase stage leader concern

I cannot put into words how incredibly grateful I am to you for never giving up on my son and for recognising his many difficulties.

You have been amazing towards both him and myself, showing great support, guidance and understanding.

(Y11 parent)

2. What should I do if I think my child may have special educational needs?

If you think that your child may have special educational needs that have not been previously identified, then you should contact the school and ask to make an appointment with the year leader, who will then liaise with the Special Education Needs & Disabilities Coordinator (SENDCo).

Nationally, based on 2021 school census data in secondary schools 3.7% of pupils have an EHCP plan and 12.2 % of students have SEN support. However, at Coleshill School 1.6% of pupils have an EHCP plan, whereas 13% of students without an EHCP are provided with SEN support.

For students with EHCP plans the most common area of need is ASC, accounting for 30% of EHCP Plans nationally. At Coleshill School ASC is also the most common area need for our EHCP students, accounting for 50% of EHCP plans. For students receiving SEN support, the most common area of need nationally is Speech, Language and Communication. In comparison, the three most common areas at Coleshill School are ASC, Social Emotional and/ or Mental health needs and specific learning difficulties such as Dyslexia.

If you have raised concerns about your child's special educational needs and require further advice or support, please contact:

SENDco: Gina Bye: bye.g@thecoleshillschool.org

Acting SENDco: Adam Bailey bailey.a@thecoleshillschool.org

Tel: 01675 462435

3. What provision is there for students with Special Educational Needs & Disabilities?

The Local Authority offer which provides a range of information about accessible support and also the statutory process for students with SEND, can be found on the Warwickshire Council website: <http://www.warwickshire.gov.uk/send>

School staff will support individuals at a level appropriate to their needs, through effective pastoral support and 'quality first teaching': via differentiation in the classroom that is planned for and tracked via CLIPS (class intervention plans). The Coleshill School aims to ensure the fullest possible access to the curriculum for students on the SEND Register. Provision is reviewed regularly by the class teacher, phase/year leader, staff from the Inclusion Team, head of department and the senior leadership team.

What the school provides

Individual teachers are responsible for making lessons accessible to all, which may require advice and support from the SENDco. Classroom based support and intervention can take place in a whole class setting, which can include one to one, and small group support. Subject based intervention is usually provided by subject specialist staff, but may also be delivered under the direction of the SENDco/ by staff from the Inclusion Team. Classroom based support is available to students with the highest level of need through a growing team of seven teaching assistants (TAs). Intervention can take place before, during or after the school day.

- Literacy intervention is available through timetabled lessons and is also a top school priority, designed to promote independent learning and curriculum access.
- Twice per week students read in class through a shared novel; students also have access to a reading book via the tutor reading program
- Accelerated Reader - is used for students in Y7/8 and graded reading books are tailored to the reading level of the student following a STAR test. Accelerated Reader lessons are delivered through English once a fortnight, whereby students read to teachers, change their reading book and undergo assessments to ensure they are matched to the correct level of reading book. Parents are encouraged to support reading at home.
- There are a range of catch up literacy programmes used in school. Students are regularly tested using NGRT/ ST to determine who is appropriate for targeted intervention and then moved back into mainstream classes once they have made expected progress. For students who are currently performing well below expected levels for reading and writing: Read, Write, Inc Fresh Start materials are used with our accelerated progress groups in Year 7 and 8 and a 'Reading Recovery Model' is employed to embed literacy skills. You will be informed if your son/daughter requires targeted intervention that temporarily removes them from main stream lessons.
- Motor Skills - this is PE intervention following the NHS programme MOVES and is for students with coordination and/or handwriting difficulties.

There are a small number of laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is also equipment available within school for students with both learning and sensory difficulties.

Each teaching and non-teaching member of staff is given relevant SEND training at the start of the school year and as part of an ongoing CPD training programme.

A small number of students follow a bespoke time-table for a focussed period and may have focussed lessons in the 'Guided Learning Centre'. This is usually for an short intervention period, or as part of a phased integration into the wider school.

School consults with staff from a variety of external agencies to advise and support across the range of SEND and for students with medical conditions.

Updates are made available to staff by the SENCo, via: email, staff briefings, the daily bulletin or face to face meetings. Much training and staff development is given 'in-house' to include strategies for specific children and also generic intervention strategies to maximise potential. In addition, internal and external training is available for staff within the Arthur Terry Learning Partnership and within Warwickshire LA.

School works within the examination board guidelines, to put into place access arrangements that are appropriate and meet the needs of individual students. Evidence for this is acquired in the classroom in the first instance and then medical assessments or diagnostic testing is undertaken to affirm that access arrangements legally meet expectations - in line with JCQ requirements

Every student in Year 10 has the opportunity to partake in work experience in the summer term. There are a small number of students who access courses which are on offer via external providers, which can lead to vocational qualifications.

4. How will I know how my child is doing?

What the school provides

SEN support will meet the needs of many children. However, if your child has SEN support and has not made the progress you expect, you can ask for a needs assessment. This is called an Education, Health and Care (EHC) assessment. There are currently 20 students with an EHCP and 3 students who are in the EHCNA process waiting to be assessed for an EHCP.

Parents are always invited to review progress and as such will contribute to the process. Students with an **Education, Health and Care Plan** will also have an Annual Review and the LA/ other professionals involved with the student are invited to attend. Reviews are carried out in line with statutory guidance. Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared and meetings are held at mutually agreed times. Summary advice is send to the LA, the parent/carer and kept by the school. Students are always encouraged to participate in their meeting, or to contribute in their preferred format.

Progress of all students with SEN support needs are monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified target groups.

Progress data is shared with parents (formally twice each year and three times for Y11/ Y12) this is in written format, as well as online via the Teams platform, or face to face at parent's evenings. The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets: recorded in staff logs and SPIRIT/behaviour points.

The Phase/Year Leader and the SENDco are available to discuss individual students by appointment. The SENDco attends **all parent evenings** and parents from **any year group** can make an appointment to see the SENDco at **any** of the parent's evenings, regardless of their year group. We consider

parent/carer's views to be a vital part of the review and therefore request your attendance and support at student review meetings. Other reports you may receive could include:

- planner communication
- school reports: interim and full reports
- literacy reports
- class intervention plan targets
- individual behaviour reports/ contracts
- contact with keyworker: attendance manager, form tutor, year leader, progress leader
- reward & sanction system
- Annual Review
- social skills report
- motor skills assessment/ evaluation
- assessments by external agencies

The SEND team helped my son to change from a troubled and scared year 7 to a flourishing year 9, who loves History, Design Technology and Maths. (Y9 parent)

How does the school know how well my child is doing?

Teaching staff enter data on individuals half termly over the year. This ensures that there is always relevant and up to date information about what is currently being achieved by each student. In addition to this, students who have personal programmes will have their progress monitored more closely, to ensure that the school has complete information on the whole learning experience and not just the academic progress undertaken in the classroom. A number of students in each year group also have a student or adult mentor, to support them with their learning journey.

How will I know what progress my child should be making?

Parents will receive regular formal reports from subject staff. Also, the personal programmes have clear targets on them and both the student and all staff working with an individual will be aware of what these targets are. These will be discussed in progress meetings and reviewed regularly.

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

The Inclusion Team aim to ensure the fullest possible access to the curriculum for students with special educational needs or disabilities. The provision is reviewed regularly to ensure it addresses the needs of students. There is a progress leader for each year group, who monitor and track data for students as part of an ongoing process. They keep the senior team, head of department and year leader informed of progress and any underachievement. There are also three senior members of staff who are phase leaders and oversee both the year group and progress leaders.

In Key Stage 4, the school offers three pathways to ensure that students are able to achieve their maximum potential - by being matched to the pathway which best addresses their strengths and learning needs while still presenting some challenge.

Options are taken in Y8 via these pathways:

1. **Academic EBACC Route** includes core subjects: maths, English and Science and those that include subjects from Humanities, Languages and **Triple Science**.
2. **Non EBACC** - students can choose from a range of subjects alongside their core but can still choose to take subjects from Languages and Humanities.
3. **Vocational** - alternative provision route: students can choose from a range of subjects alongside their core and after the first year of study may be directed towards a vocational course rather than GCSE route. They can still choose to take subjects from Languages and Humanities.

6. What are the school's approaches to differentiation?

Differentiation is seen as a priority in all lesson planning and in additional provision, supported by inclusion staff who are working alongside their subject colleagues. Effective differentiation will enable your child to participate fully in all aspects of learning and to make the best possible progress.

- Teachers have a CLIP (class intervention plan) that shows the strategies they use to support differentiation for your son/ daughter.
- Case Conferences – these meetings are held to discuss specific student needs and enable staff to share good practice and tips for supporting learners with SEND.
- CPD is provided every week to support teaching and learning – this includes departments planning together and sharing ideas.
- Daily bulletin, cluster, tutor meetings and staff briefings are for sharing key information.
- Access arrangements for testing is trialled in lessons and formalised in exams from Y9 onwards as part of the evidence gathering process. A small number of students who have evidence over time and diagnostic testing which supports that they have a 'long term and substantial disability', may receive support for their exams in Y11, 12 and 13.

7. What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school for children with SEND?

All students are supported by their form tutor, year group and phase leaders, who work alongside progress leaders and SLT. In addition, students with SEND in years 7 or 8 may be included in a social skills programmes and/ or offered break and lunchtime support too.

Other interventions include:

- Lunchtime, breakfast and after school clubs
- school counsellors – (by scheduled appointment)
- community nurse (by scheduled appointment)
- meditation and restorative justice
- spirit points and prizes
- rewards
- time-out cards
- post cards home
- behaviour contracts
- celebration assemblies
- liaison with outside agencies
- mentoring by 6th form students and staff
- extended transition visits
- period 6 detention – for when behaviour has been a persistent barrier to learning and has impacted on student learning and/ or the progress of others
- Key Stage Conferences – weekly meetings with the SENDco and Phase Leaders, for students whereby there are barriers to their learning, who may not be identified as having a medical need, or SEND.

Our daughter has always struggled at school, but she has found a place to be happy in the GLC.
(Y10 parent)

How does the school manage the administration of medicines and providing personal care?

The school employs several members of staff who are trained in First Aid. The school also works with the community nurse for support with management of specific medical conditions and also mental health needs. The Coleshill School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way, as to ensure

there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Staff undertake regular training for a range of medical needs and first aid training is kept updated.

Logging Administration of Medication

The school requires signed consent for medication to be administered in school. A record is kept of **every occasion** that a student is given, or is witnessed to having taken, medication: details of date, time and dosage is recorded. This applies equally to daily or emergency medication.

Students taking medication on a care plan have their own log sheets. Medication is routinely administered by trained First Aiders but in emergencies may be authorised by specific members SLT and/or the pastoral team. All medication is kept under lock and key in a central place in the student support office and only designated staff have access to the key. Medication that is kept in the drawer is all clearly labelled to identify which student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication and recorded on the Care Plan. All medication is checked regularly for expiry dates, and parents contacted to replace when necessary. Some rescue medications are required to be kept refrigerated; these are kept in a clearly marked area of the refrigerator.

For the safety of all the community, students should not carry medicines in school. The exception is for students who have been prescribed a reliever inhaler and should carry their medication at all times and they should also have an additional inhaler kept in school.

Health Care Plans

Students deemed to have a significant health condition will be the subject of a Health Care Plan, which will record their individual medical needs. These are displayed on a discrete staff notice board for teaching staff and year/ phase leaders also have a copy. There is a list of medical needs that is shared with all staff and on BROMCOM (confidential registration system) the medical need is also clearly identified.

Parents are invited to meet with transition staff to formulate a suitable plan prior to entry. This will be carried out in consultation with the school nurse and other health professionals as necessary. The **Care Plan** outlines arrangements for administration of medicines by staff and provides advice for teaching staff and those arranging trips too.

What the school provides

- Preliminary assessments are made by Transition Leader: Joelle Hall and the Phase 1 Leader: Mr Bailey and/ or the SENDco; these are done via school visits and parental meetings, before a student starts at the school.
- If applicable, full risk assessments are then made and stored in the school office when a place at school is confirmed. This is subject to regular review and/or when needs change.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students. Children are released to adults subject to safeguarding procedures being carried out.
- Students who are provided transport via the local authority, are dropped off in the designated parking bays.
- The GLC area provides safe-haven and supervised support for children at lunchtimes.
- All school trips are processed through a common system and individual risk assessments are attached.

- The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.
- There is a team of school counsellors who works for one day per week and have a targeted caseload. This is usually for students who are not able to access services within their borough. Please speak to the year leader if you have concerns about emotional well-being.

What support is there for behaviour?

We have a Pastoral Team who work with individuals and small groups of students with identified needs which includes year leaders, who are the main point of contact after the form tutor, overseen by the AHT phase leader. The school also has a:

Family Liaison Leader: Mrs Lynne Fellowes

fellowes.l@thecoleshillschool.org

&

Behaviour & Ethical Inclusion Manager: Mark Nesbitt

Nesbitt.M@thecoleshillschool.org

There is a clear behaviour policy, with rewards and sanctions within the school, which all staff and students are expected to follow.

The pastoral/ phase leaders, Inclusion Team and keyworkers provide individual support and guidance for students who may demonstrate behaviour that is a concern, in order to address the issues that may be causing the behaviour. The key stage leaders work with the progress/ year & phase leaders, in conjunction with the SENDco to match the student to the best support package for them.

How will my child/young person being able to contribute his or her views, and how will the school support my child to do this?

- There is an annual student survey, which invites all students to consider and express their concerns and ideas in a positive way.
- The house system consists of students elected from all year groups, who meet regularly, to represent the views of their peers.
- Parents are encouraged to complete feedback information sheets and questionnaires after open events, parent's evening, as well as through website feedback.
- Students with additional needs are able to make their views known at Annual Reviews and via termly student voice meetings.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- Parents are encouraged to contact the school if they have concerns. You will then be directed to the most appropriate member of staff, usually the form tutor or year/ phase leader, but this can be in conjunction with a member of SLT or the SENDco.

There is a governor link for SEND: **Mr M Blinko (SEN Governor)** who reports back to full Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision.

The constitution of the Governing Body requires parents to be represented. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.

8. What Specialist Services are available within or accessible to the school:

Within the Inclusion Team the SENDco has specialisms in: literacy and numeracy, behaviour management, social skills, motor skills, speech and language, learning disabilities and Autism. Also, both the SENDco/ Assistant SENDco have accreditation for the National Award for SEN Co-ordination. There are 8 TAs in the Inclusion Team, who also have considerable experience in emotion coaching, supporting literacy and teaching children with a wide range of learning and behavioural difficulties. There is also a HLTA for maths.

Outside Agencies include:

Educational Psychology Service

ACE Team - attendance

COMPASS

Specialist Teaching Services

Speech & Language Therapy Service

Early Help

Child & Adolescent Mental Health Service

SOLAR

Meadow Centre

Social Care

Counselling - the school has a part time counsellor

Careers Advisor - both in school and from the LA for students with a Warwickshire EHCP

Alternative Provision

A small number of students will undertake an alternative educational programme, usually determined by medical needs: physical and/ or mental health, which poses a persistent barrier to accessing mainstream education.

Nu-logic

TUTE - online tuition: supplementary to school work

UNEEK

Rightrax

Keresley College

Nulogic

Dare 2 Dream

Silverbirch

EBN

9. What training have the staff supporting students with SEND had or are having?

Training for teaching students with special educational needs is considered essential. There is an on-going programme of whole school training for supporting students with SEND. Each student has a personal passport of need and teaching staff provide targeted support as part of universal provision which is recorded on their CLIPS. Recent whole school training has included Autism and Trauma Awareness, but support and training is an ongoing feature and built into the quality assurance and assessment process.

In addition there is regular training in:

Literacy, Safeguarding, First Aid (including mental health), coaching, Children Looked After (CLA) and support for managing challenging behaviour.

Specific training for the Inclusion team includes:

Disability Awareness, Reading, Autism, ADHD, Behaviour Management, Access Arrangements, Literacy, Emotion Coaching, Diagnostic Assessment, Motor Skills, Social Skills and Sensory Differences.

10. How will I be involved in discussions about and planning for my child's education?

School website provides the school telephone number for enquiries and a contact email address for general information, so that you can direct emails to key staff. There is advice and resources for supporting your child with independent study on the school website.

- At the open evening for newcomers to the school, key staff members are introduced to parents and pupils. In addition, we have an open door policy and parents and students can be escorted on a tour around the working school by appointment, within strict safeguarding limitations.
- Staff visit all feeder schools during transition and extended transition meetings and visits are organised for our most vulnerable students. You will be notified if this applies to your son/daughter.
- Additional contact days are made available for year 6 pupils to come and experience the working of our school and there are primary projects within maths, STEM and Languages.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration. Urgent appointments are determined by need, but enquiries are dealt with usually within 48 hours.
- Feedback is actively pursued by report slips, email or questionnaires. School practice is adjusted and reformed in the light of feedback when applicable.

There is a strong parent representation within the School Governing Body.

All students in the school have regular reports and subject review evening. There are also information events which include:

- Year 6/7 Induction Evening
- Year 8 Options / interviews
- Year 10/11 Post 16 Options/ Exams/ Careers

Parents may also contact any of their child's teachers directly, by using the enquiry email address given on the school website: emails will be directed to key members of staff.

enquiries@thecoleshillschool.org.uk

If your child has SEND they will be placed on the **SEN Register** and you will be invited to discuss provision, to address their special educational needs. The personal passport is written with advice from you and from observations and professional reports, to support your child in school. It contains information about the student's special educational needs, appropriate interventions and advice for teaching staff. In addition, students with an Education, Health and Care Plan will have a multi-professional person -centred review, which looks carefully at progress towards the learning targets.

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

- Most students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance, to ensure that they are able to participate.
- For students with medical/physical needs, any issues around trips and activities will have been discussed and addressed with parents as part of their Care Plan.
- The school does not offer child care before or after school.
- Breakfast is available each day from 8am and there are also clubs/ revision classes before and after school.
- Period 6 is used for home learning when students have not completed their class work.
- There is a range of extra-curricular activities on offer to all students - some charges are applicable: the activities include, STEM, sport, music and drama.
- Parents are required to pay for individual music tuition; support can sometimes be offered to families of students who are eligible for free school meals.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits: in cases of hardship.
- Where places are over-subscribed, parents will be informed as to how many places will be allocated.
- The school operates a horizontal tutor group with students from the same year group.
- The school makes the GLC available to socially or emotionally vulnerable students and actively promotes social integration and friendship support, under the supervision of adults. Staff will signpost vulnerable young people to the GLC centre for support.
- There is an annual PROM for Y11 and 6th Form leavers.
- Y7 students can be enrolled in the Children's University. This is an exciting project that reflects our vision of students learning beyond the classroom and aspiring for excellence.
- Y10 students can partake in the Bronze Duke of Edinburgh Program. The award gives our young people the chance to develop skills for life and work and fulfil their full potential.

12. How accessible is the school environment?

The Coleshill School is an 8 form secondary school catering for students from 11-16. There is also a post 16 block which currently has 179 students.

The school has grown significantly in capacity over recent years and now comprises of a number of teaching areas: not all parts of the school are accessible for people in wheelchairs, but time-tabling of lessons is organised to address this.

- There is a sloping entrance to the front of the school.
- There are designated access parking spaces near the front entrance.

A block is the main building and is spread over three floors. The newest building is **Wilson Block**, which is a modern spacious building, which has three floors, is temperature controlled and is accessible by lift. **C block** is on two floors and all other blocks are on the ground floor level which includes: Design Technology, Drama, Music and PE. There are currently no lifts to the upper floors of the older parts of the school building.

The Map is a partnership provision between Woodlands Special School and The Coleshill School. This provision is housed in a purposeful designed classroom, that educates a very small number of students. Placements are only for students with an EHCP who meet the entry criteria: funding and placement is agreed by Warwickshire LA.

Acoustics in the majority of classrooms is considered and there are window blinds; most also have wall displays to absorb sound. The dining rooms, main hall and gym areas are poor acoustically.

However, the main hall does have speakers and a large projection for clear visibility. The school does not currently use height adjustable tables as a general rule. There are chairs of different heights available in school and stools with lower back support in some labs.

Students with mobility issues and/ or anxiety leave lessons early to allow them time and space to move between lessons, avoiding the potential congestion at lesson changeover. There is one disabled toilet in the main block of the school, which is also gender neutral. The medical room has hand washing facilities and lockable storage area.

Policies are available on the school website and in print format from on request.

13. How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?

We gather a lot of information about your child in order to make the best possible preparation for joining and for leaving Coleshill School - from the following sources:

- Information retrieval forms which are sent to parents and the primary schools when we know your son/ daughter has been offered a place - it is essential that all relevant information is included.
- close liaison with primary schools and colleges/ P16 during the spring/summer term
- primary school records
- additional transfer visits with staff from the primary schools in the summer term
- screen testing for reading
- subject baseline tests
- reports from agencies that are already supporting your child
- direct contact with parents/carers
- The school works with feeder primary schools and SENDIAS/ LA case officers from year 6/ 11/12 when appropriate.
- The school holds an open evening each year in October. Parents are encouraged to attend these before and when your son/ daughter has been offered a place. Follow up meetings can be offered on a one to one basis with the year/ phase leader or SENCo.
- The school uses a buddy system (Y7's)) to visit feeder primary schools in the summer term, to give talks and presentations to students in Year 6.
- From Y9 onwards, all students including those with SEND are offered careers education advice from a named specialist advisor: **Sam Clayton/ Eileen Bishop**.
- Post 16 evening is held in the autumn term: this is open to any student and their parent/carer.
- the school has a number of local employers, colleges and training providers who they work closely with.
- school staff and the careers advisor work with potential students in completing applications
- The SENDCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision. For students with a Warwickshire funded EHCP, there is a Post 16 case officer who also supports transition.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- Subject departments engage with universities and colleges for subject specialist information.
- The school has a dedicated careers section in the library, which holds information on many universities and colleges, as well as information about employment and training opportunities.
- All students in year 10 are given bespoke work experience opportunities to prepare them for life after school.
- Students of all abilities are encouraged to take part in The Duke of Edinburgh Award.

14. How are the school's resources allocated and matched to students' special educational needs?

As an academy, The Coleshill School receives its school funding directly from the Education Skills Funding Agency. There is additional high needs funding for students with SEND from Warwickshire and Solihull LA; we allocate specific funding to cover resources, specialist programmes and reports and the work of our Inclusion Team.

15. How is the decision made about how much support my child will receive?

The decision making process is informed by the data and information received from the previous setting. This, alongside current assessments, is discussed with the student and parents. A programme to address the child's needs is agreed, until the next review period. The programme will have targets specific to your child, which are integral to the review: future provision is decided on how far targets are being met.

For students with SEND, individual issues will be discussed with the parents, year leader and other key staff. The needs of each student on the SEND Register are carefully reviewed and considered during the year; students are removed and added to the register according to their picture of **sustained need**. In this way, we endeavour to address the needs of each individual with a specific programme of support and teaching. This **may** take the form of targeted intervention that is not in the main classroom for a short period, but students being taught within an inclusive classroom is top priority.

16. How does the school communicate with parent/carers whose first language is not English?

The school endeavours, wherever possible, to ensure that an interpreter is available for parental meetings where there is a language barrier. Written communication is posted on the school website and sent by text notification or email, so that parents for whom English is not their first language, may use a translation program.

17. Who would be my first point of contact if I want to discuss something about my child?

If your concern is about well-being, behaviour or medical issue then you need to speak to your child's tutor and/ or year leader first. The SENDco may then also be contacted by the year leader to support.

The Form Tutor or Year Leader

Contacted by:

enquiries@thecoleshillschool.org

They are responsible for:

- ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation or quality first teaching).
- 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 class room support, adapting resources etc) and discussing amendments with the SENDco as necessary. It may also be to support good attendance.
- ensuring that they are aware of individual needs and/or conditions and what specific adjustments need to be made to enable students to be included and/ or to make progress
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress.

This may involve the use of additional adults, outside specialist help and specially planned work or specific resources.

- ensuring that the school's SEND Policy is followed

The Special Educational Needs Co-Ordinator (SENDco) Gina Bye

Acting SENDco: Adam Bailey

They are responsible for:

Coordinating the support for children with special educational needs (SEND) and or disabilities, 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
- a part of planning ahead for them
- Liaising with all other people who may come into school to help support your child's learning.
- Updating the school's SEND passport of need (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood).
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their true potential.
- Supporting your child's class teacher to write Class Learning Intervention Plans (CLIP)) that specify the targets set for your child to achieve and current intervention strategies.
- Organising training for staff, so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by

bye.g@thecoleshillschool.org

bailey.a@thecoleshillschool.org

Head teacher: Mr Ian Smith - Childs

He is responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND and/or disabilities. He will give responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Contacted by smith-childs.i@thecoleshillschool.org

SEND Governor: Mr M. Blinko

is responsible for making sure that:

- Up to date training for SEND Governance is undertaken
- school has an up to date SEND Policy
- school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- necessary support is made for any child who attends the school who has SEN and/or disabilities.
- there is effective use of funding for students with SEND.
- there are termly school visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Contacted by blinko.m@thecoleshillschool.org

GLOSSARY

GLC - Guided Learning Centre

LA - Local Authority

CLA - child looked after

CLIPS - class intervention plans

SEND - Special Educational Needs & Disabilities

SENDco - Special Educational Needs & Disabilities Coordinator

SLT - Senior Leadership Team

AHT - Assistant Headteacher