

# SEND Information Report



## *Sandwell Home and Hospital Tuition Service*

Signed by Chair of Governors:



Date ratified by Governing Body:

09.10.2024

Date of Review:

09.10.2025



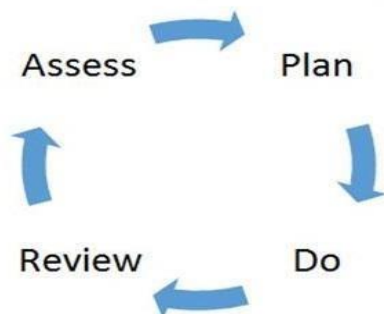


## SEND INFORMATION REPORT

*How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?*

Quality first teaching and additional interventions are defined through our annual dialogue across the service contributing to our provision management approach. These documents help us to regularly review and record what we offer to EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach of:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** *subject teachers will assess your child's needs to identify what intervention they need to offer your child to enable them to make progress.*

**Plan:** *subject teachers will plan quality first teaching lessons including scaffolded resources to support your child to ensure your child is able to access the work and make progress relative to their starting point.*

**Do:** *subject teachers will provide quality first teaching and interventions to support your child over several weeks and assess if their strategies have had an impact on your child's learning.*

**Review:** *subject teachers will review your child's progress with their subject or faculty leader. If strategies have had a positive impact then the subject teacher should continue to monitor within their department. If the strategies have had limited impact then the subject teacher will start the cycle again, but will work with a member of the SEND/Pastoral team to plan a provision to support your child.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## The SEND team

Our SENDCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND. She liaises with staff to monitor the student's progress and plan further interventions where progress is slower than expected. The Centre regularly has contact with a wide range of external agencies who are able to provide specialist advice

Our SEND team are able to offer support to subject teachers to ensure your child is fully supported to access the curriculum. The team comprises of the following staff:

**Kate Hazelwood – Executive Head Teacher and DSL**

**Rachel Kelly – Head of School - SENDCo, Senior Mental Health Lead and DSL**

**Sarah Long – Deputy Head Teacher – Curriculum, Careers and Post 16, DSL**

**Laura Lawrence – Deputy Head Teacher -Teaching and Learning and DDSL**

**Teri Oakshott-Marston – SENDCo, Senior Mental Health Lead and DDSL**

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

Each student's education programme will be planned by the subject teacher and will be scaffolded accordingly to suit the student's individual needs; this may include additional general support by the teacher or member of support staff.

Any provision will be recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the support). If you have any queries related to the support, please do not hesitate to contact the subject teacher, in the first instance, or SENDCO.

Occasionally a student may need more specialist support from an outside agency. For this to occur, a referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of observations and/or assessments, a programme of support is usually provided to the school and parents/carers.

The governors of Albright Education Centre are responsible for overseeing and monitoring the SEND provision within the school and have appointed a link SEND governor, Allison Shepherd, to work closely with the SENDCo.

### *How will the school staff support my child?*

For the majority of students, quality first teaching, which is scaffolded and personalised to a high standard will meet their needs. Scaffolding is the responsibility of the subject teacher, who will request support from the SENDCo where appropriate. Some students may require the curriculum to be adapted in order for them to make progress.

When the decision is made to place a student on the SEND register, it will be done so in conjunction with parents/carers, teachers and the SENDCo to develop a shared understanding of the student's strengths and difficulties, as well as agreeing on any next steps to support the student. Parents will be notified of the student's SEND status.

Placement on the SEND register is reviewed as appropriate. Students will always be actively involved in discussions regarding their progress and SEND status.

Albright Education Centre is able to offer a range of support strategies within the provision, and so a student might have access to:

<b><u>Area of need</u></b>	<b><u>Examples of support at Albright Education Centre</u></b>	<b><u>How we monitor the impact</u></b>
Cognition and Learning:	Pupil Passports KS4/P16 Access Arrangements Small class sizes Classes set according to ability Read, Write Inc (Plus) Toe by Toe (Academy) Vocabulary and Inference Programme Private ECP support	Termly data capture and reports written Psychometric testing and report Provisions logged and reviewed termly on Provision Map Pupil voice Pupil Voice Panel
Communication and Interaction:	Pupil Passports KS4/P16 Access Arrangements Communication lessons built into the curriculum (Y7 – 10) Enhanced SALT (3 days weekly) Small group support led by a therapist	SALT reviews, as directed by therapists Provisions logged and reviewed termly on Provision Map Pupil Voice Panel
Social, Emotional and Mental Health:	Pupil Passports KS4/P16 Access Arrangements Therapeutic Interventions Team (referral process) Groups Mentoring lessons built into the curriculum 1:1 counselling Personalised Pastoral Plan (SLT created) Enrichment lessons built into the curriculum Private ECP support Sensory/brain breaks Time out Zones of Regulation	Feedback recorded after therapeutic session and weekly meeting Provisions logged and reviewed termly on Provision Map Weekly pastoral meeting (Tues PM) Behaviour and attendance data Pupil Voice Panel
Sensory and/or Physical:	Pupil Passports KS4/P16 Access Arrangements Modified texts and exam papers Modified equipment and personalised physiotherapy programmes	Provisions logged and reviewed termly on Provision Map QTVI and/or QTHI reviews, as directed by Sensory Support Team Pupil Voice Panel OT, as directed

Before engaging a more specialist service such as an Educational Psychologist or a Speech and Language Therapist, we will fully consult with both parent/carers and the student.

For some students with complex needs, a more intensive and long-term solution may be needed to ensure good progress. Albright Education Centre, in conjunction with parents/carers, student and mainstream school, may request a needs assessment from the Local Authority to explore if an Education, Health and Care Plan could best support long-term needs.

### ***How will the curriculum be matched to my child's/young person's needs?***

All teachers scaffold their lessons to ensure all students are able to access the work. They work closely with support staff to ensure support is customised to the needs of the students to enable them to make progress. The SENDCo works in collaboration with teachers and advises them of useful strategies to support delivery. Staff also have access to Pupil Passports and Provision Maps that contains useful information and strategies. Pupil Passports are written as the point of entry to Albright Education Centre.

The school has a very effective tracking system – tracking academic data, attendance data and SEMH data. This allows the school to quickly identify specialist support and the opportunity to follow a personalised curriculum to better meet the needs of the student.

In all year groups, the curriculum is adapted to support students who may not be able to access the full GCSE route.

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

Once a child has been identified as having a special educational need, each case is reviewed on an individual basis. Where specialist advice is sought, resources are allocated based on this advice. The amount and type of support will be dependent upon their status on the SEND register, as well as any physical or medical needs. Support will range from in-class support from either the subject teacher or support staff, 1:1 interventions, small group work, inclusive of mentoring.

From the beginning of Year 11, an evidence portfolio is collected for each student who may need access arrangements for external examinations. Access arrangements may include extra time, scribe, rest breaks, reader and, where required, examination papers for visually impaired students. This information is collated by the SENDCo and teaching staff. Access arrangements must reflect a student's normal way of working within a classroom environment.

Parents/carers will be made aware of the support allocated to their child through a variety of means.

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

All SEND students are actively encouraged to take part in all trips and activities. Parents/carers are contacted to discuss the suitability of activities or trips, where applicable.

All students have the opportunity to attend lunch time clubs, which are run by the teaching and support staff.

### ***What support will there be for my child's overall well-being?***

Students with medical needs have a detailed care plan and risk assessment, which is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the student.

Staff are trained to support the health and wellbeing of all students through the delivery of training from a variety of specialists, such training includes: First Aid, evacuation procedures, fire marshall training, safeguarding, child protection and Mental Health First Aid.

Each student's SEMH needs are monitored termly through Albright's SEMH Wellbeing Tracker. This allows staff to identify what support might need to be implemented throughout the following term.

***What specialist services and expertise are available at or accessed by the school? What training have the staff had to support SEND or what training are they having?***

In-house training sessions are delivered to all staff by the SENDCo and outside providers. The aim of the training is to inform staff of the specific needs of individual SEND students and strategies to support their learning and physical and/or medical needs in the classroom.

In addition, external support and training is given by a team of external specialist staff from the LA including the Sensory Support Team, Educational Psychologist, the SpLD Team and the CCAT Team, as well as the School Nurse and Speech and Language Therapist.

***How accessible is the school both indoors and outdoors?***

Albright Education Centre is a specialist setting that enables full access for students and staff of all abilities and disabilities.

***How are parents involved in the school? How can I get involved?***

Parents and carers have the opportunity to discuss their child's progress on a regular basis including regular reviews during the academic year, parents' evenings and Parent Coffee Mornings. However, should parents or carers have any concerns at any time they can contact the SENDCo via Albright's Reception.

***How will the school prepare and support my child to transfer to a new setting or to the next stage of education and life?***

Students are consulted about any transfer to a new setting or to the next stage of their education through a review meeting.

Albright Education Centre has worked with a variety of settings to know that no two transitions are alike, and so, the views of the new or returning school will also be considered when a student moves onto the next stage of their learning.

***What would I do if I was unhappy with the support my child was having?***

Parents/carers are encouraged to discuss any concerns in the first instance with the SENDCo, Mrs Oakshott-Marston.

If there are still concerns after this they are encouraged to contact the Head of School Mrs Kelly and then Chair of Governors (Mrs Nikita Silvester-Grant) whose contact details are available on request from the Centre and follow the school's procedures under their whole school complaints policy. This can be found on the school website.

### ***What have parents/carers said about Albright Education Centre?***

At a Parents Coffee Morning in July 2024, parents and carers shared the following feedback:

- “When we came to Albright, we finally felt like we were being listened to”
- “It has such a lovely nurturing feeling”
- “It made me realise that I’m not on my own and I can talk to the staff”
- “The staff here really get special needs and know what to do to help”
- “I would like to come to more of these coffee mornings to talk to other parents going through what I am going through – it’s nice to know that there are other families experiencing the same as we are”

### ***Further information can be obtained in Sandwell’s Local Offer:***

- [www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

[www.gov.uk/government/publications/send-guide-for-parents-and-carers](http://www.gov.uk/government/publications/send-guide-for-parents-and-carers)

- **Sandwell SEND Information, Advice and Support Service (SEND IASS)**

The Sandwell SEND Information, Advice and Support Services offers a free, confidential and impartial service for all parents and carers of children with special educational needs in Sandwell to help them navigate a way through the new SEND legislation.

Sandwell SEND Information and Advice Support Service  
Greets Green Children's Centre  
Wattle Road  
West Bromwich  
B70 9EZ  
Telephone - 0121 555 1821 (24-hour answer service).

**Reviewed on 9<sup>th</sup> October 2024**