

Dorrington Academy School offer for SEND

1. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

Types of need and what that could look like	Examples of support in our school	How we check it is working
Cognition and Learning	<ul style="list-style-type: none"> Adapted learning resources Effective differentiation Small group intervention work Agencies such as Pupil and School Support involved 	<ul style="list-style-type: none"> On-going discussions with all staff, outside agencies involved. Tracking of progress, all small steps celebrated as well as IEP targets Termly IEP reviews – child and parent invited to contribute
Communication and Interaction	<ul style="list-style-type: none"> Learning Mentor support with social skills Small group intervention work Speech and Language therapy 	
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> Learning Mentor support Use of sensory room in school Behaviour support liaison 	
Sensory and/or physical needs	<ul style="list-style-type: none"> Use of sensory room in school Adapted resources 	

2. How does the school identify and assess Special Education Needs?

- All pupils constantly tracked regarding progress and attainment*
- Class Teachers raise specific concerns with Parents through detailed knowledge of pupils they teach, concerns shared with Special Educational Needs Co-ordinator*
- Interventions put into place and impact assessed*
- Children assessed against the Language and Literacy Audit Continuum in the Autumn Term, targets are identified from this using an Individual Target Plan (ITP)*

3. How does the school know how much progress is being made by pupils with Special Educational Needs?
 - *Close tracking of progress each half term*
 - *Termly IEP targets are reviewed and new targets are set*
 - *All achievements are celebrated*

4. What extra-curricular activities can a pupil with Special Educational Needs access at the school?
 - *All pupils are invited to attend extra-curricular activities. Some adaptation in provision may be required depending upon the Special Educational Need, which would be addressed on an individual basis*

5. Does the school have a Special Educational Needs co-ordinator? If so, who are they and how can someone get in touch with them?
 - *The Special Educational Needs Co-ordinator is Mrs Sarah Orgill. You can contact her on 0121 464 5330*

6. What training does the staff in school have in relation to pupils with Special Educational Needs?
 - *Training is adapted to the needs of specific children*
 - *Two members of staff are lead in ASD support*
 - *Dorrington Academy has an on-going Professional Development plan linked to School priorities*
 - *Examples of training undertaken include:*
 - *Dyslexia Awareness*
 - *Supporting children with Autistic Spectrum Disorder*
 - *Differentiation to support IEP targets*
 - *Direct Instruction*

7. How does the school get more specialist help for pupils if they need it?

In our school if we feel a pupil needs more specialist help we can work with the following people to get this:

- *Speech and Language therapists*
- *Pupil and School Support*
- *Communication and Autism team*
- *Educational Psychologist*
- *Social Services*
- *School Nurse*

8. How are parents of children and young people with Special Educational Needs involved in the education of their child?

- *IEP targets are reviewed termly and parents are invited to contribute to them*
- *Regular feedback is given by the Class Teacher*
- *Parents are invited to attend Parents Evening meetings each term*
- *End of year reports provide a summary of achievements throughout the year*

9. How are pupils with Special Educational Needs involved in their own education?

- *All children are Involved in their IEP reviews and discussions about setting new targets*

10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

- *The designated member of the governing body for inclusion would meet with parents and school staff in order to assess the current situation and implement strategies to address any issues*

11. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

- *The governing body ensure that the Special Educational Needs Co-ordinator has access to specific agencies as required. The termly Headteacher report to the governing body highlights progress and provision for pupils with Special Educational Needs*

12. Who are the support services that can help parents with pupils who have Special Educational Needs?

- *Learning Mentors in school*
- *Birmingham City Council e.g. Think Family Team*
- *School Nurse Team*
- *Parent Partnership*

13. How does the school support pupils with Special Educational Needs through transition?

- *Children are supported with transition to a new class within the school by Learning Mentors*
- *Staff from local secondary schools are invited to visit in the Summer term and arrange personalised transition packages*
- *Staff from local secondary schools are invited to attend Year 6 ITP reviews*

14. How can parents find the Birmingham Local Authority's local offer?

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