

**GREAT BARR SCHOOL**  
**SEND LOCAL OFFER**

All Birmingham schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

**Admissions**

- Students with SEN are allocated places in two separate and distinct ways:
- Those pupils with statements or EHCPs have a separate admissions procedure overseen by SENAR, Birmingham’s SEN team.
- Those pupils who have SEN but do not have a statement or EHCP are admitted via the normal school admissions criteria.
- Detailed information and guidance of how to apply for a place at Great Barr School, both if your son or daughter has statement of special educational needs, or if they have special needs but does not have a statement, can be found on the following link:
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School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in this school about my child’s difficulties with learning / Special Educational Needs (SEN)?	Jo Finlay, SENCO Annette Page Deputy SENCO Anna Bojan Assistant Head Pastoral	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Co-ordinating all the support for children with special educational needs (SEN) and developing the school’s SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are:               <ul style="list-style-type: none"> <li>- involved in supporting your child’s learning</li> <li>- kept informed about the support your child is getting</li> <li>- involved in reviewing how they are doing</li> <li>- part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Education Psychology etc...</li> <li>• Updating the school’s SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.</li> </ul>

School Based Information	Staff	Summary of Responsibilities
	<p data-bbox="763 220 1133 328">Head of Houses Heads of Curriculum Area Form Tutors</p> <p data-bbox="763 767 987 839">Ingrid Abrahams, Headteacher</p> <p data-bbox="763 1082 1016 1153">Angela Bowen, SEN Governor</p>	<p data-bbox="1164 180 1498 212"><b>They are responsible for:</b></p> <ul data-bbox="1164 225 2119 687" style="list-style-type: none"> <li data-bbox="1164 225 2119 368">• 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 support) and letting the SENCO know as necessary.</li> <li data-bbox="1164 384 2119 568">• Ensure that all staff working with your child in school and are supported to deliver 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 and resources.</li> <li data-bbox="1164 584 2119 687">• Ensuring that the school’s SEN and teaching and Learning Policy is followed in their classroom, and for all the pupils they teach with any SEN.</li> </ul> <p data-bbox="1164 735 1458 767"><b>She is responsible for:</b></p> <ul data-bbox="1164 780 2119 1007" style="list-style-type: none"> <li data-bbox="1164 780 2119 852">• The day to day management of all aspects of the school, this includes the support for children with SEN.</li> <li data-bbox="1164 868 2119 940">• She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met.</li> <li data-bbox="1164 956 2119 1007">• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.</li> </ul> <p data-bbox="1164 1054 1458 1086"><b>She is responsible for:</b></p> <ul data-bbox="1164 1099 2119 1171" style="list-style-type: none"> <li data-bbox="1164 1099 2119 1171">• Making sure that the necessary support is made for any child who attends the school who has SEN.</li> </ul>

## HOW COULD MY CHILD GET HELP IN SCHOOL?:

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the PSS (Pupil and School Support) and BSS (Behaviour and Support Service).

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinesthetic learning and personalised teaching and learning approaches.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn.</li> </ul>	All children in school should be getting this as a part of outstanding classroom practice when needed.

	<p><b>Specific group work with in a smaller group of children. This group may be</b></p> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or outside.</b></li> <li>• <b>Run by a teacher who has had training to run these groups.</b></li> </ul> <p><i>Stage of SEN Code of Practice:</i> SEN Support which means they have been identified by teaching / pastoral as needing some extra support in school.</p> <p><b>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups</b></p> <p><b>AND/OR Individual support</b> for your child of less than 20 hours in school</p> <p><i>Stage of SEN Code of Practice:</i> SEN Support which means they have been identified by the class teacher / SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• ASD or Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the PSS, Educational Psychologist.</li> </ul>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</li> <li>• A Learning Support Assistant / teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting.</li> </ul> <ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher / SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups.</li> <li>• You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>• You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Pupil and School Support, Communication and Autism Advisor or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and</li> </ul>	<p>Any child who has specific gaps in their understanding of a subject / area of learning.</p> <p>Children will be at the stage of the SEN Code of Practice called SEN support which means they have been identified by the members of staff as needing some extra support in school.</p> <p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>
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		<p>be able to support them better in school.</p> <ul style="list-style-type: none"> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set better targets which will include their specific expertise for teachers to implement</li> <li>○ A group run by school staff under the guidance of the outside professional e.g. a social skills group</li> <li>○ A group or individual work with outside professional</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<p><b>Specified individual support</b> for your child.</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).</i> This means</p>	<ul style="list-style-type: none"> <li>• The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Birmingham Local Offer.</li> <li>• After the school have sent in the request to the Local Authority (with a lot of information about your child,</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> <li>• Need more than 20 hours of support in school</li> </ul>

	<p>your child will have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual or small group teaching</b> which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• ASD Team or Sensory Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the PSS, BSS</li> </ul>	<p>including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support</p> <ul style="list-style-type: none"> <li>• After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong, and that they need support in school to (a higher level of support) make good progress. If this is the case they will write an Educational Health Plan. If this is not the case, they will ask the school to continue with the SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The Statement or Educational Health Plan will outline how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• Trained staff from the Inclusion Team will be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	
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<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's teacher, form tutor or Head of House initially.</li> <li>• The concerns may need referring if your child is still not making progress to the SENCO.</li> <li>• If you continue to feel that your child is still not making progress you should speak to the Headteacher</li> <li>• If you still have concerns please contact the school SEN Governor.</li> </ul>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.</li> <li>• Great Barr School has a weekly Panel at which students who give concern are discussed and appropriate actions agreed and reviewed. The panel rotates through each of the four Houses and so children from each House are discussed every four weeks.</li> <li>• At Great Barr School, there are regular reviews and then subsequently meetings between the Head of House and Heads of Curriculum areas to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</li> <li>• If your child is then identified as not making progress the school will set up a meeting to discuss with you in more detail. <ul style="list-style-type: none"> <li>○ To listen to any concerns you may have too</li> <li>○ To plan any additional support your child may receive</li> <li>○ To discuss with you any referrals to outside professionals to support your child's learning.</li> </ul> </li> </ul>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>• The school budget, received from Birmingham LEA includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</li> <li>• The Head Teacher and the SENCO discuss all the information they have about SEN in the School, including <ul style="list-style-type: none"> <li>○ The children getting extra support already</li> <li>○ The children needing extra support</li> <li>○ The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>

Who are the other people providing services to children with an SEN in this school?	A. Directly funded by the school.	<ul style="list-style-type: none"> <li>• Learning Support teachers</li> <li>• School Mentors</li> <li>• Teaching Assistants</li> <li>• Higher Level TAs</li> <li>• School based Educational Psychologists</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Educational Psychology Service (Birmingham LEA)</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• PSS</li> <li>• BSS</li> </ul>
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> </ul>
	The SENCO's job is to support the teachers in planning for children with SEN	
How are the teachers in school supported to work with children with an SEN and what training do they have?	<ul style="list-style-type: none"> <li>• The school is developing a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues such as ASD, dyslexia etc.</li> <li>• Individual teachers and support staff attend training course run by outside agencies that are relevant to the needs of specific children in their class.</li> </ul>	
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> <li>• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</li> <li>• Support staff will support with your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> </ul>	
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his teachers, Form Tutors and Heads of House.</li> </ul>	



	<ul style="list-style-type: none"> <li>• His / her progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject.</li> <li>• If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels'.</li> <li>• At the end of Key Stage 3 the school is required to report English, Maths and Science National Curriculum levels for your child. This is something the government requires all schools to do and the results that are published nationally.</li> <li>• The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li> </ul>
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> <li>• We would like you to talk to your child's teachers, Form Tutor and Head of House regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</li> <li>• The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• Homework will be adjusted as needed to your child's individual needs.</li> </ul>
<p>How have we made Great Barr School accessible to children with SEN? (including after school clubs etc)</p>	<ul style="list-style-type: none"> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• We provide support with homework clubs and access to the library at lunchtime, before and after school.</li> <li>• Key words and literacy resources are used across the school to support learning.</li> </ul>
<p>How will we support your child when they are leaving this school? OR moving to another year?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving years in school: <ul style="list-style-type: none"> <li>○ Information about your child will be shared with their new teachers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.</li><li>● In Year 11<ul style="list-style-type: none"><li>○ If your child has a statement or EHCP they will meet with a 'Post 16 worker' (Steve Shipton) to create a plan for their Post 16 education.</li><li>○ If your child does not have a statement or EHCP the plan will be created with parents and the pastoral team/SEN staff.</li><li>○ The SENCO and "post 16 worker" will support your child in finding a new school/college.</li><li>○ If necessary, the SENCO will arrange visits to new schools/colleges for your child.</li></ul></li></ul>
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