



**CITY ACADEMY**  
BIRMINGHAM

## **Local Minimum Offer**

<b>Status</b>	Ratified March 2019
<b>Date Updated</b>	January 2019
<b>Persons Responsible</b>	Gary Hopkins Assistant Headteacher

## **HOW DOES THE SCHOOL KNOW IF STUDENTS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

At City Academy Birmingham, students are identified as having SEND (Special Educational Needs and/or Disabilities) through a variety of ways including the following:

- Liaison with Primary school/previous school
- Child performing below age expected levels
- Concerns raised by Parent/Carer
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies (for example, Educational Psychology Service, Pupil and School Support and Speech and Language Therapy, among others)
- Health diagnosis through paediatrician

## **HOW WILL I RAISE ANY CONCERNS THAT I HAVE?**

Share them with us!

Firstly, contact your child's Form Tutor or Head of Year who may refer you to the SENCo (Special Educational Needs Co-ordinator). The SENCo will be able to provide information and possible options in relation to any concerns and support available. At City Academy Birmingham, the SENCo is currently Mr Gary Hopkins, one of the Senior Leadership Team.

## **HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND CO-ORDINATE ANY WORK WITH MY CHILD AND HOW OFTEN?**

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The subject teachers will oversee, plan and work with each child with SEND (Special Educational Needs and/or Disabilities) in their class to ensure that progress in every area is made.
- There may be a individual or group interventions put into place by Assistant Teachers.
- The regularity of these sessions will be shared with parents/carers as and when appropriate.

## **WHO WILL EXPLAIN THIS TO ME?**

- The SENCo and/or Deputy SENCo will meet with parents during SEND surgery (similar to Parent's evening but specifically for SEND students) that takes place once per term for Parents of students with SEND to specifically discuss the child's needs, support and progress.
- For further information, the SENCo is available to discuss support in more detail. Especially in the case where there is a need for additional support or multi-agency involvement.
- In some cases, the SENCo will initiate contact with parents/carers and have face to face meetings to offer the necessary guidance and support.

## **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- The SENCo reports to the Governors regularly to inform them about the progress of students with SEND. Reporting does not refer to individual student and confidentiality is maintained at all times.
- A designated Governor is responsible for SEN and meets regularly with the SENCo. They also report back to the Governing Body to keep all informed of developments and progress.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all students receive the support they need in order to make progress.

## **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**

- The school leadership team monitor classroom practice as an ongoing measure to ensure that work within class is pitched at an appropriate level so that all students are able to access learning according to their specific needs and that marking and assessment is reviewed to ensure that students receive good levels of guidance and support for the best outcomes.
- In a typical lesson, there may be three different levels of work set for the class. However, on occasions this needs to be individually differentiated or pitched for appropriate challenge, so that all students, regardless of their abilities, are able to learn and make progress at the level suitable to them.

## **HOW WILL I KNOW HOW MY CHILD IS PROGRESSING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- You are welcome to make an appointment to meet with subject teachers, Head of Year or SENCo and discuss your child's learning and progress. We can offer advice and practical ways that you can help your child beyond the school day.
- We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will usually have a One Page Profile which will have individual strategies to support their progress, depending on their need. This is reviewed and discussed in detail on a termly basis and parents/carers are encouraged to contribute to the process and can request a copy of the One Page Profile at any time.
- If your child has complex SEND they may be CRISP assessed (Criteria for Special Provision assessment) by the SENCo and a professional from a specialised outside agency. This may lead to a Support Plan or an EHC (Education Health and Care) plan – formerly the Statement of SEN) which means that a multi-agency meeting takes place to discuss your child's progress, needs and which agency is responsible for particular key areas in the plan. We offer a co-ordinated approach and the assurance that the parent/carer is informed and included in a timely and appropriate manner.

## **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we measure student's progress in learning against National expectations and age related expectations.
- The subject teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track student's using a variety of different methods. These include reading ages and individual related expectations in accordance with their Department for Education (DfE) minimum target grade.
- Student who are not making expected progress are picked up through progress tracking data analysis.
- A range of formal and informal meetings will take place internally to identify why individual students are experiencing difficulty and what further support or interventions might be given to aid their progression. Parents/carers are involved and updated as and when relevant. Where external agencies are involved, parents/carers who agree to their involvement are kept up to date with developments regularly.

## **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?**

- We are an inclusive school. We welcome and celebrate diversity and equality of opportunity. We offer a caring, understanding environment with a nurturing ethos which puts the importance of self-esteem and well-being at the heart of our organisation.
- The Head of Year has overall responsibility for the pastoral care of each child in their year group, making this the parents' first point of contact. If further support is required, subject teachers and Head of Year liaises with the SENCo for further advice and guidance. This may involve the offer of engagement with outside agencies such as Health, Pupil and School Support, Educational Psychology to name but a few.

## **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines on the school site. (Available on request).
- Parents/carers need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- Parents and carers are required to make arrangements to administer medication either side of the school day. In the event that a course of medication has to be given during the day, parents/carers arrange a suitable time to give the medication which causes least disruption to the students learning and progress.
- As staff we have regular training and updates relating to a range of conditions, such as Asthma, Allergies etc. and the medication affecting individual student, so that all members of staff are able to manage medical situations. In some cases, members of staff are specially trained to administer specific medication on a regular basis, when an appropriate need arises. For example, insulin injections or pumps, epilepsy medication, asthma (blue) inhalers and Epi-pens.

## **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties, a behaviour contract is created to identify the specific issues, put relevant support in place and set targets. Parents/carers and the child are involved in this process. Following a behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident might have happened and what the child might do differently in future so that such an incident does not occur.
- Behaviour is reviewed as an ongoing measure by the Pastoral team so that needs can be identified and interventions can be implemented.
- Attendance of every child is monitored on a daily basis and lateness and absence are recorded and reported upon to the Head teacher.

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- We are a school where we value and celebrate each child being able to express their views on all aspects of school life.
- Students who have One Page Profiles are involved in reviewing their strategies with the Deputy SENCo.
- There is an annual pupil questionnaire where we actively seek the viewpoints of student's, especially concerning being able to speak to an adult if they have a concern.
- If your child has an EHC plan, their views will be sought before any review meetings.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- As a school, we work closely with any external agencies that are relevant to individual student's needs within our school including: COBS (City of Birmingham Schools, formerly known as BSS or Behaviour and School Support), a range of health professionals from the school nurse service, to more specialised nursing teams, CAMHS (Children and Adult Mental Health Services), paediatricians, clinical psychologists, speech & language therapists; occupational therapists; social services including social workers, as well as (EP) Educational Psychology Service, (CAT) Communication and Autism Team professionals and (PSS) Pupil and School Support, and more.

## **WHAT TRAINING HAVE THE STAFF SUPPORTING STUDENT WITH SEND HAD OR ARE CURRENTLY HAVING?**

- Training is keenly provided for colleagues who are supporting student with significant and specific needs. Typical examples may be training to support learners with visual, hearing or physical needs. We also provide training on a whole staff level on themes such as 'autism awareness' and 'positive handling and restraint'. Continued Professional Development of all staff is logged and audited as part of the whole school development cycle.

## **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING EDUCATIONAL VISITS?**

- All students are included in all parts of the school curriculum wherever possible and appropriate. Our aim is for all students to be included on educational visits. We provide the reasonable, necessary and appropriate support to ensure that this is achievable.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety is planned for and that all hazards and needs are carefully considered. On occasion, it may not be possible to make the reasonable adjustments necessary for a child to take part due to safety reasons. Whilst this is highly unlikely, every care will be taken to provide the child with an appropriate alternative opportunity to cover the same curriculum areas where possible.

## **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. We also have a lift to support non-stair users with access to all floors.
- We have a range of staff who are fluent in a number of relevant languages to support our families with English as an additional language.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL?**

- We encourage all new students to visit the school prior to starting. There will be an Induction Day in July where students will have the opportunity to complete lessons, meet staff and other students. Students and parents/carers will also have an opportunity to be shown around the school on Open Evening (following Induction Day). For students with SEND we would encourage further visits if necessary, to assist with the acclimatisation of the new surroundings. We would also visit them in their current setting where possible and appropriate.
- Information sharing between previous schools is also a vital part of the transfer process, in order to avoid any disruption to the students well-being, learning and progress. We liaise closely with Primary Schools when receiving students ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, it is likely that a meeting will be arranged with both schools and relevant outside agencies to ensure that transition is as successful as possible.

## **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO STUDENTS SEN NEEDS?**

- We ensure that all students who have Special Educational Needs and/or Disabilities are met to the best of the school's ability with the funds and resources available.
- Decisions relating to resources and provision are carefully assessed according to the CRISP criteria and other review procedures, which are shared with parents/carers as part of the cycle of review.

## **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The subject teacher alongside the SENCo will discuss the students' needs and what support would be appropriate.
- Different students will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents/carers and relevant professionals.

## **HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

Impact of intervention is measured in some of the following ways:

- When reviewing a student's One Page Profiles we see that strategies are being used.
- We see that the child is making progress academically against their minimum target grades and the gap is narrowing – they are catching up to their peers (individual pupil academic progress data).
- Verbal feedback from the teacher, parent/carer and pupil.
- Students may move off of the SEND register when they have 'caught up' or made sufficient progress are when they are assessed as no longer needing additional support.

## **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Your first point of contact is your child's Head of Year to whom you share your concerns.
- This may lead to a meeting with our SENCo, or someone from the SEND team, depending on the nature of the concern. To contact the SENCo directly, please call the main school number and ask to be put through to the SENCo (Tel: 0121 729 7100).
- Refer to City Academy Birmingham's SEN policy on our official website.
- Contact: SEND Information and Advice and Support Service (SENDIASS) who can offer you impartial advice on complex issues (Tel: 0121 303 5004).

## **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Contact the School Administration Office to arrange a phone call or to meet a senior member of staff who will discuss our offer in relation to your child.

## **WHERE IS THE LOCAL AUTHORITIES LOCAL OFFER PUBLISHED?**

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)