



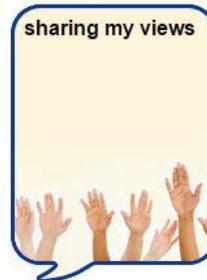
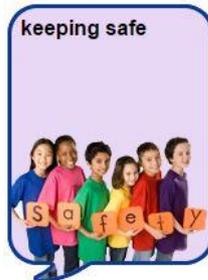
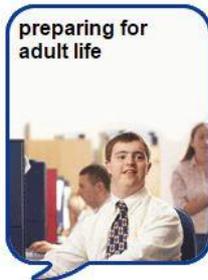
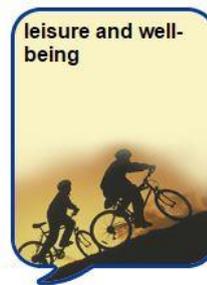
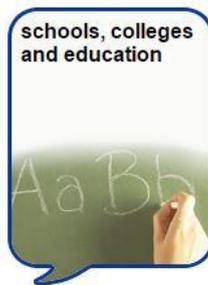
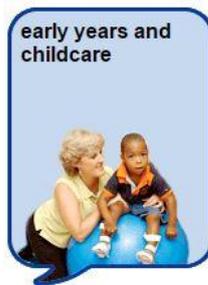
Perry Beeches III

The Free School

SEND Provision

SEN Information Report

[Click here to access Birmingham City Council's Local Offer.](#)



SEN INFORMATION REPORT – September 2016

At Perry Beeches III, we believe that all of our students are entitled to an outstanding education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

Within an inclusive environment, our aim is that every child will:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

What are the different types of support available for children with SEND at Perry Beeches III?

Our committed SEN department consists of a SENCO, six full-time Assistant Teachers and a Healthcare assistant.

Whilst we do not have a specialist resource base, we are able to support students with a range of SEN, including autistic spectrum, speech and language difficulties, moderate learning difficulties and sensory/physical needs.

Many of our younger students receive one-to-one support with literacy and reading catch-up. Students are given a personal coach who will deliver daily reading sessions, using a multi-sensory workbook.

Looked After Children (LAC) are identified by the LEA's LACES team and supported in school by our designated teacher and the Welfare and Attendance Officer. LAC Students receive a Personalised Education Plan (PEP) review every three months.

Students with additional needs receive a Keyworker within the SEN department. The Keyworker's role includes building a positive relationship with pupils and parents, monitoring the pupil's progress and reviewing the students 'one page profile' of strategies and specific needs.

The school also has two lifts, as we operate over 5 floors, along with specific disabled toilets located around the site.

We work closely with a number of external agencies and experts in order to support our students:

- Zoe Atori from the Communication & Autism Team (CAT) to deliver whole staff training and support individuals with an ASD diagnosis

- The School Nurse and specialist nurses provide additional support for our students with complex medical conditions
- Dr Ellie Bilton from the Educational Psychology Service provide advice and guidance, particularly in requests for Education, Health and Care Plans (EHCP)
- Annabel Evans from Pupil Support Services (PSS) works closely with students with moderate learning difficulties

Who are the best people to talk to at PBIII about my child's difficulties with learning (SEND)?

Our Special Educational Needs Co-ordinator is Miss J Webster
kbains@perrybeechesiii.co.uk

Our Governor with responsibility for SEND is Mrs B. Weston
bweston@perrybeechesii.co.uk

When colleagues suspect that a student may have undiagnosed or specific learning requirements, a referral is always made to the SENCO, Miss Webster.

The Educational Psychology team and Pupil Support Services support PB III in requests for EHCP assessments. Similarly, agencies such as the Communication and Autism Team will meet with individuals and provide specific advice once a formal diagnosis is given.

Medical needs are assessed via School Nurse, GP or Children's Mental Health Services (CAMHS). Health referral teams such as physical therapy or sensory support service are appointed directly by the NHS and Local Authority.

Students' reading ages are tested on a termly basis, so that any issues can be quickly identified and addressed.

Pastoral teams (Head of Year and Deputy Head of Year) regularly discuss concerns that are social, emotional or mental health with the SENCO, the Designated Safeguarding Lead, the Healthcare Assistant and the Attendance & Welfare Officer.

What support do you provide for me as a parent of a child with SEND?

At PBIII, we are committed to open and honest communication. Parents' views are regularly sought and every effort is made to consult and collaborate.

Contact between the SEN department and our parents happen regularly through telephone conversations, informal discussions and pre-arranged meetings. In addition, we hold:

- An SEND Surgery once per term.

- Annual Reviews for Statement/EHCP students as part of the assess, plan, do review process and;
- Consultation meetings prior to requests for EHCP or specialist assessment

How will PBIII involve my child when making decisions about their SEND support?

Students are encouraged to attend all parental/outside agency meetings and their views are considered at all stages of the 'assess-plan-do-review' cycle. This year we are increasing student voice opportunities for students with additional needs through a SEND representative group and questionnaires

At PB III we conduct regular reading tests and academic assessments to monitor progress and determine where support is required. Each parent/carer receives regular reports about their child's achievements. We use a person centred approach and reviews are held for our SEND identified students to ensure outcomes both academic and social are being met.

How will you support my child when they are preparing to start your school or moving on?

SEND staff from PB III make Y6 summer visits to support the transition from primary to secondary. This process is strengthened by detailed conversations between the student's current teacher, parent/carer and PB III SENCO.

At PBIII we offer a Summer School programme that supports your child in preparation for their time at PBIII.

In the first academic term, SEND students receive additional induction/transition support from their allocated Assistant Teacher (Key worker).

Regular transition meetings will happen between the SEND department and chosen education provider during Year 11 to ensure students are best prepared to make the step in to further education or training.

How will the teaching be adapted to meet my child's learning needs (SEND)?

We provide specific group work within a smaller group of children. This group may be run in the classroom or outside. It is supported by a teacher or an Assistant Teacher. The SEND department have a 'safe' place that provides a quiet environment for students with SEND. Teaching staff work with Assistant teachers to adapt the curriculum for specific students to ensure curriculum accessibility.

At PB III, each SEND student is allocated a key worker from the Assistant Teacher team. They then work with the student to produce a 'One Page Profile' which is disseminated to all teaching staff. Subject specialist teachers provide tailored classroom teaching, also known as 'Quality First Teaching'. This is often strengthened by the Assistant Teacher who supports learning in classrooms. Progress is monitored by a tracking system that sets ambitious and personalised targets, which are reviewed each half term.

How are the teachers at PBIII supported to work with children with an SEND and what training do they have/receive?

All staff at PB III have Level 1 Autism training provided by the Communication and Autism Team. Some staff have had specific training in Precision Teaching, Phonics and a targeted numeracy program. Staff work closely with PSS to support and improve teaching and learning strategies for targeted students.

How will you measure the progress of my child at PBIII?

Within the SEND department we assess, plan, do and review the learning progress of students in order to provide effective interventions. Regular reading age tests provide data that allows us to evaluate the literacy provision. Observations and key worker meetings provide data for social, emotional and mental health targeted outcomes.

At PB III we conduct regular reading tests and academic assessments to monitor progress and determine where support is required. Each parent/carer receives regular reports about their child's achievements. We use a person-centred approach and reviews are held for our SEND identified students to ensure outcomes both academic and social are being met.

How have you made PBIII accessible to children with SEND?

Differentiated 'Quality First Teaching' allows for an inclusive approach to learning in all subjects, for all students. Year 7 students with SEND are allocated a 'student buddy' to help with transition, give advice and reduce any anxiety.

Our school's **Accessibility Plan** and **SEN Policy** are also available on our website.

How will PBIII support my child with their emotional and social skills development?

At PB III we provide targeted support through a mentoring approach. Students are encouraged to develop their emotional and social skills using personalised targets and a specific development program. SEND students have a key worker which they meet with on a regular basis to discuss views and concerns.

Who are the other people providing services to children with a SEND in PBIII?

PB III work with PSS (Pupil and School Support), CAT (Communication and Autism Team) and EPS (Educational Psychology Service). We involve these services to support individuals who require specialised interventions and support for both families and the school.

Who should I speak to if I am concerned about my child's provision or I have a complaint?

Parents of children with Special Educational Needs and/or Disabilities with complaints, should, in the first instance, contact the school SENCO or a member of the Senior Leadership Team. We aim to address all complaints and concerns swiftly.

Birmingham City Council Local Offer.

[Please follow this link to get to Birmingham City Council's Local Offer Webpage](#)

Further information

To find out more information please view Birmingham's web page: www.mycareinbirmingham.org.uk

Call: 0121 303 1888 or email: senar@birmingham.gov.uk