

## Uffculme School Special Educational Needs Information Report

### 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**

Autism / Communication and Interaction

#### **Examples of available support**

*Communication systems* are developed to meet specific needs of ASD e.g. communication & interaction; use of photo and written timetables/ choice boards; emotion symbols and visual support based on SCERTS to facilitate emotional well-being and to develop emotional self-regulation; use of phrase strips to develop understanding of language in a very structured way; school based Early Literacy scheme which is initially a vocabulary building programme, which supports the development of language and early literacy skills.

*Environmental factors* are personalised to ASD individual needs e.g. work stations; some 1:1; small groups; personalised level of prompting & rewards; elements of Teacch Programme (work boxes / finished trays / work schedules); carefully scheduled break times; implementation of social interaction programmes at individual level of need e.g. intentional interactions; Sulp; Sensory needs – implementation of short “sensory snacks” as a means to aid engagement on directed activities.

#### **How we check it is working**

We have a rigorous and comprehensive programme of monitoring and evaluation of all areas within our school. These include regular lesson observations, work trawls, scrutiny of lesson plans and children’s work. Data analysis (pupil progress) is embedded in our school practice.

Our Senior Leadership Team and Communication Lead monitors all areas of communication, speech and language and then liaise with teachers to implement recommendations / strategies in class.

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

Pupils have completed the EHCP process before entry to school. All children have a diagnosis of ASD prior to entry. Any additional diagnosis will be actioned through the school medical service.

### 3. How do the school know how much progress is being made by pupils with Special Educational Needs?

Embedded process of monitoring and evaluation of learning. Many of our pupils are assessed using our school based assessment programmes incorporating P Levels Progress is monitored from starting point, throughout the year and on an annual

basis. Pupils targets are set annually and their progress measured according to expected and better than expected progress. This is based on moderating progress with other special school colleagues and long term experience and knowledge of expected pupil progress. In our Foundation Stage progress is measured using “Developmental Matters” Statements, according to the EYFSP recorded by the LA.

**4. What extra-curricular activities can a pupil with Special Educational Needs access at school?**

We work closely with other play organisations who offer different after school, Saturday and holiday activities / clubs – in and out of school. We also provide a range of UK residential experiences for children in Key Stage 2 and above.

**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?**

Our secondary Deputy Head – Mrs Pemberton is our named SENCO. She can be contacted via the school office 0121 464 9634 or [enquiry@uffculme.bham.sch.uk](mailto:enquiry@uffculme.bham.sch.uk)

**6. What training does the staff in school have in relation to pupils with Special Educational Needs?**

Several staff have specific training in areas of special educational needs as a result of original degree subjects or additional qualifications. The school ensures that teachers and support staff receive on-going training specific to e.g. behaviour management, communication and autism. New staff receive appropriate induction training.

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

Referral to the school doctor via the school nurse (not based at Uffculme but shared between several schools). This can result in referrals to specialists e.g. dietician, dentist etc. Referrals can be made through school for access to Forward Thinking Birmingham (FTB). Referral to other specialist services can be requested through the school and or the school doctor e.g. Disabled Children’s Team to **request assessment for** direct payments. The school is involved in on-going Early Help meetings.

In our school if we feel a pupil needs more specialist help we can work with the following people to get this (see table below).

<b>Agency or Service</b>	<b>Who they work with</b>	<b>How school can get in touch with them</b>
FTB (LD & Psch service)	Pupils and families needing	FTB referral form
School Medical service	Pupils	School nurse / allocated school doctor
Disabled Children Team	Pupils	
Educational Psychologist	Pupils	School referral
Transition Team	Pupils and families	School referral/ Social Care
Continuing Health Care Needs Malachi	Pupils and families	School referral/ Social Care
	Pupils and families	School referral

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

There are ongoing meetings with parents throughout the year including reviews of EHCPs, parents' evenings and transition meetings.

Parents are also invited into regular coffee mornings at both secondary and primary and to special events e.g. Arts Award evenings.

Parents of new primary pupils are invited to attend a range of workshops. These usually take the form of a series of workshops related to a topic e.g. behaviour/ communication / toilet training / play / diet / sleep. During these workshops parents receive supporting theory and also practical application to implement with their own child. Parents are then supported and encouraged to make the resources to support specific needs of their child.

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

Pupils are involved in their own education from as early as possible in their school career. The use of the communication resources helps pupil understand the expectations of tasks, and understanding of when an activity is complete. A wide range of Assessment for Learning techniques engage pupils in being able to indicate their progress towards specific targets during lessons, as well as being able to recognise that they need help and communicate the need for it appropriately. When appropriate pupils are involved in their learning targets and the EHCP Review.

In secondary provision, pupils are encouraged to report back on how they feel that their learning has progressed including what they have enjoyed. From Y9 onwards, the Annual Review of the EHCP includes "Transition" where the pupils are encouraged to explore their future.

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

In the first instance, we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Head Teacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

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

Our Governing Body has good knowledge and skill set to support the pupils and their families in school - either working directly with you or involving other people and agencies.

In particular, we are very fortunate to have a governor who is a doctor working for Forward Thinking Birmingham, who brings a wealth of knowledge and experience of working with our young people and their families.

We have a governor who is the Vice Chair of Birmingham Parent Carer Forum, which gives us and parents a voice.

There is also representation on the SEN Stakeholder Group which represents the wider voice of parents with regard to education.

As governors, we engage with organisations that are able to provide specialist after-school play care in school for working parents and play schemes at weekends and holidays.

Our parent coffee mornings are well attended. Governors come to those and have also arranged specialist guest speakers who can offer help advice and support to families.

Our Parent Governors know of many support groups which they then share with other families. One of our Parent Governors helps to run an ASD family support group.

Our community is important to the life of our school; we therefore attend local meetings held in Kings Heath and Moseley. This helps raise awareness of our school and the children and young people who are educated there.

Governors actively support social events in school and it's an opportunity for the local community to meet with us.

The working relationship between Uffculme School and the Governing Body is the key to ensuring better outcomes for our children young people and their families.

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

Forward Thinking Birmingham, School Medical Service; Parent Partnership, Birmingham Careers Service, Allenscroft Disability Resource Centre, Family Support Service, Malachi, Mencap.

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

Students are supported through transition at Key Stages 2-3, 3-4 and 4-5

At Key Stage 2-3 primary staff guide parents through the annual EHCP review at Year 5 by discussing the specific type of provision required to suit the needs of their children. Information is supplied about all special schools in the authority, the type of questions that parents need to ask on visits and the type of provision parents should be looking for. Year 5 transition meetings with parents outlines the process of transition to secondary school.

During Key Stage 3 students are taught about the transition process to adulthood through focused PSHE topics and impartial careers advice given by our Birmingham Careers Service Advisor. This supports students as they move towards Year 9 transition. We follow the Local Authority transition pathways which prepares students to think about options for the future. Transition planning is now part of the EHCP.

In Key Stage 4, students follow the 14-19 curriculum studying Independent living, Vocational studies and Careers. Students gain accreditation through ASDAN in Personal Progress or Personal, Social Development. These qualifications teach students about the skills required to become independent adults for the transition into adulthood. Most of the support in Key Stage 4 comes through direct teaching about the expectations of life as an adult and the decisions that need to be made.

Students are given college tasters in local colleges, visit careers fairs and take part in supported work experience placements until they are ready for independent placements.

Birmingham Careers Service support continues with each student from year 8 upwards supported in the first place to start to think about the future and with older students supported to write their own personal statements about their future options. Birmingham Careers Service provide details for individual students about careers and opportunities in response to 1-1 sessions with students or after working with students in small groups.

At key stage 5 students will be supported by school to try different colleges/work opportunities to prepare them for when they leave school. Birmingham Careers Service will support them through college applications.

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

You can find this out at:

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

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