

Who are the SEN team?

Marcene White – School SENCO

Daniel Edwards – Pastoral Officer

Steve Jeffers - Mentor

The SEN team, have a variety of expertise that ensure all pupils receive high quality support. The SEN team, regularly deliver whole staff training so that mentors are confident in supporting pupils with special needs. The SENCO also has an advisory and support role for staff. Our staffs are trained in Physical Intervention and Level 1 Award in Mentoring.

What is the approach to teaching pupils with SEN and what changes are made to the curriculum and environment?

CUL Academy adopts a “graduated approach” that places quality first teaching at the heart of all lessons. A variety of activities and resources allow individual pupils to access the curriculum and make progress based on their individual needs.

Where appropriate, subject areas may choose to follow a different scheme of work for lower ability and SEN pupils. In addition, SEN pupils will be taught in smaller groups and for the majority of these classes a learning mentor will be present.

How students are identified and assessed

Early identification of pupils with SEN is a priority. CUL Academy considers broad areas of SEN which include:

- Social, Emotional and Mental Health (SEMH)
- Learning (including communication and cognition)
- Medical (including sensory and physical)

We use appropriate screening and assessment tools, and determine pupil progress through:

- Discussions with teachers and support staff
- Their academic performance
- Literacy and numeracy testing
- External Agency assessments
- Records from primary schools and primary liaison
- Our Transition project
- Information from parents
- National Curriculum results at Key stages 2, 3 & 4

Additional support available for SEN pupils and their families

CUL Academy offers a wide range of internal and external additional support for SEN students and their families.

- School Nurse Services
- Umbrella

- Communication and Autism Team (CAT)
- Banardos
- CAMHS
- Youth Offending Service
- School Police Panel
- 1:1 Mentoring
- Group Mentoring
- BESD support

For students, this includes:

- Additional help and support by subject teachers through a varied curriculum; for both KS3 and KS4 learners
- Appropriate schemes of work delivered in curriculum areas;
- In-class support with teaching assistant or learning mentor;

Specialist structured intervention programmes delivered in a less formal learning environment, these include:

- Speech and Language
- Mentoring
- Educational psychologist
- Pastoral Support
- Anger management
- Social space
- Emotional Support
- Literacy and Language Support
- Numeracy support
- Academy Nurse
- Alternative provision
- Sensory Support
- Communication and Autism Team

For families, this includes:

- External provider liaison officer
- Parent partnership via local authority
- CAMHS
- Social workers
- Health care professionals

Measuring effectiveness of SEN support and how it is monitored

The academy tracks, monitors and evaluates student progress and interventions using a provision map.

The provision map includes:

- Pupil names
- Termly academic levels for core subjects
- End of Key Stage data
- Intervention descriptors
- Entry and exit dates
- Staff accountable for support

The SENCO and AVP for Inclusion carry out regular monitoring of lessons, students' work and testing information to ensure that pupils are making progress and the support is effective. This is done every half term.

How individual pupils are tracked and monitored

Pupils who receive additional support have an 'Individual Education Plan' (IEP) that details their strengths and weaknesses, likes and dislikes, strategies for teachers to use in lessons and three personal targets. The IEP's are reviewed termly with both the parent and pupil to check that targets have been met. If targets have not been met, the level of support is amended. If no progress is made after two terms of support, the SENCO and relevant external agencies complete the local authority CRISP assessment and create a provision plan. Provision plans run for at least six weeks before an Education Health and Care (EHCP) assessment is considered. Parents are involved throughout this process.

Education, Health and Care Plans (EHCP)

An EHCP replaces a statement of special educational needs. An EHCP covers ages 0-25 and is agreed by the local authority. The grounds for an EHCP are one or more of the following areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Students with an EHCP also have an Individual Pupil Profile. EHCPs are reviewed annually with the SENCO, parent, student and external agencies.

How pupils and parents are consulted with, involved in and encouraged to take part in reviews

CUL Academy believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) Continuing social and academic progress of pupils with SEN
- c) Personal and academic targets are set and met effectively

We welcome feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SENCO, throughout the year for any reason.

Parents and students are invited to progress review days and parents evenings to discuss progress through academic reports and to discuss and review termly IPP targets. Students are involved in the reviews and agree their own targets. Likewise, parental views are recorded as part of this process.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of students with SEN to the Local Authority Parent Partnership service where specific advice, guidance and support may be offered.

How the views of students are listened to

CUL Academy values students' views and opinions and we have an active student council. On a daily basis, students are able to discuss their views or feelings with their form tutor, learning managers and assistants, the SEN team and the welfare officer. For SEN pupils, the SEN team operates an 'open door' approach.

How SEN students are supported during times of transition

At CUL Academy we have a transition programme where our Y10 and Y11 pupils move into college or an apprenticeship depending on their choice. This helps them gain confidence, experience and have a better understanding of the career path they would like to take. This programme also helps them with their social skills by making new friends at college while they also have a learning mentor who supports them with their development through the process. This is part time as they are required to attend for 1-2 days while they are still with CUL Academy.

Throughout year 11, all students meet regularly with a careers advisor. The SENCO meets regularly with the SEN students, their parents or carers and the careers advisor to ensure the right pathway is chosen into post 16 education. Furthermore, the SENCO accompanies the pupils, if required, to Post 16 provider visits.

What measures are taken to promote positive relationships and prevent bullying?

In order to promote positive relationship CUL Academy runs a broad-balanced PSHE / SMSC (Spiritual, Moral, Social and Cultural) curriculum. We expect high standards of behaviour and conduct. We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows students to reach their true potential. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Any incidents of bullying will be dealt with immediately, recorded and monitored by the pastoral team.

We also offer a lunchtime social space for vulnerable pupils to build effective relationships.

How CUL Academy promote inclusion?

Pupils are encouraged to form relationships with peers. This is done during break and lunch times. Throughout the year, students also take part in creative curriculum weeks where they have to work in groups and build communication skills and show respect to others.

Who do I contact if I am unhappy or want to complain?

In the first instance, all SEN enquiries and complaints should be made to the SENCO/ **Marcene White**. If the issue cannot be resolved, further contact should be made with the chair of governors Mr. Desmond Jadoo.

Who can I contact to discuss SEN further?

Further details are available from:

Wayne Henry (Principle)

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