



# **SEND Information Report: Buile Hill Visual Arts College**

## **September 2019/20**

### **HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES AT BUILE HILL VISUAL ARTS COLLEGE**

#### ***What is the SEN information report?***

This is a directory of all services available to support students with SEN and disabilities and their families. This information will set out what is available in our school to help children with SEN and disabilities as well as the options available to support families who need additional help to care for their child.

#### ***The kinds of special educational needs for which provision is made at Buile Hill?***

Cognitive and Learning – Dyslexia, Moderate Learning Difficulties

Communication and Interaction – Speech, Language and Communication Difficulties, Autistic Spectrum Condition

Social, Emotional and Mental Health Difficulties – Attachment Needs, Nurture Needs

Sensory and Physical – Hearing Impaired, Wheelchair access for wheelchair users

#### ***The school's approach to teaching pupils with SEN***

The underlying philosophy of Buile Hill's SEN Policy is inclusion. We adopt a whole school approach, where every teacher is a teacher of special or additional needs, with the responsibility for supporting the inclusion of SEND pupils into the school community in its widest sense. Quality first teaching takes place in every classroom to ensure that all pupils are supported to make the best progress possible and to fulfil their potential. This will include the use of differentiation and personalised teaching to meet pupils' specific needs.

Although EAL is not deemed as SEN, we do recognise that they would require something additional and different. Pupils who speak English as a second language may also require additional modified curriculum programmes.

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of new Statutory guidance entitled Supporting Pupils at School with Medical Conditions

(February 2014) and are compliant with these duties.

### ***How does the school know if a student needs extra help?***

All teachers at Buile Hill Visual Arts College are responsible for identifying students with possible special educational needs.

When your child first comes to us we use information from:

- Primary school teachers and end of key stage 2 levels
- Base line testing, Cognitive Ability Tests and other initial tests in year 7
- Parents/carers, including application form information
- Subject teachers
- Specialist colleagues, external agencies

As your child gets older we use information or referrals from:

- Termly assessments and interim data
- Subject teachers
- Parental concerns
- External agencies

If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support we have good working relationships with outside agencies and a referral can be made to them.

We generally know when students need help if:

- concerns are raised by parents, teachers, teaching assistants or the student's previous school
- there is less than expected progress
- attainment is below national expectation
- the attainment gap is widening between a student and his peers
- there is a change in the student's behaviour
- a student's attendance is poor
- a student asks for help

Regular progress meetings are held as well as meetings between the SENCO, pastoral team and Raising Achievement Co-ordinators. These discuss students who are making less than expected progress, as well as those presenting with attendance, behaviour or other social difficulties and may need interventions. During progress meetings students are identified for intervention and support (e.g. literacy, maths, social skills, nurture, attachment, SALT, behaviour modification, etc.). Interventions are put into place and reviewed on a very regular basis using the 'Assess-Plan-Do-Review' model:

Assess: If a pupil's progress is a concern and they have a barrier to learning, staff complete a cause for concern/SEN referral form, or speak to the SENCO. An individual monitoring plan, including observations of teaching, assessment of pupils learning, testing, progress checks are completed.

Plan: If there is a cause for concern, a parental meeting takes place and the pupil's targets, views and support is discussed.

Do: A Pupil Profile is created for the student and support strategies are shared with staff.

Review: Progress is checked and monitored by the SENCO. There are further assessments if they are needed.

After each cycle, targets and progress is assessed and next steps are planned. Next steps may involve escalating pupil up the threshold of need to involve external agencies to support the pupil.

### ***Assessment of pupils with SEN***

We follow the SEN and Disability Code of Practice 0-25 years 2015

Buile Hill SEN Policy found on the school website

AFL each lesson and termly Progress Checks

Baseline assessments in year 7

Boxall profile – social and emotional concerns

GL Assessment Diagnostic Reading Test – word reading and comprehension

Single word spelling test

Digit Memory Test – Memory

Wide Range Achievement Test 4 – used for assessing for exam concessions

Phonological skills test

Dyslexia and Dyscalculia Screener by GL Assessment

TALC 2 Assessment – speech, language and communication skills

NET National Autism Standards and Progression Framework

Irlen Syndrome Screener

### ***What should a parent do if they think their child may have special educational needs?***

- Parents should contact their child's Head of House in the first instance
- If appropriate the Head of Year will raise their concerns with the SENCO.

### ***How does the School support students?***

- Parents are informed if their child is receiving additional support by letter, meeting or phone call.
- If a student has an Education Health Care Plan parents will receive full details of their child's

specific support and interventions regularly throughout the year and review meetings.

- The school sets students by ability, to ensure that less able students are taught in smaller classes.
- High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN.
- However, in spite of high quality, differentiated teaching, it may become clear that some students need increased levels of provision and support. These interventions can include; in class support from a teaching assistant (especially for students with a statement/EHCP), various literacy, reading and SPAG interventions, Pupil Profiles with strategies for support, Speech and Language support – a Speech and Language Therapist is in school one day a week and most TAs are ELKLAN Trained, Attachment support, Emotion Coaching Interventions, Lego Therapy, alternative curriculum provisions, time in the Nurture Room with a Nurture Group Trained TA and bespoke timetables. Some students will also access our on-site alternative provision ‘The Garage’, where students participate in practical activities and learn skills like joinery and building.
- In addition, we lead an Enhanced Resource Provision, which supports children between Key Stage 2 and 3 who have an EHCP with SEMH as the primary area of need. The long-term aim for children accessing this provision is to be integrated into mainstream lessons by the end of Year 9, enabling them to continue on to achieve success at GCSE. Admissions for this are through the Local Authority SEN team.

All teachers will be told about your child’s individual needs and will adapt their lessons to meet these. Teachers have experience or are trained in doing this. This means your child can access the lessons fully.

Within school there are a variety of staff roles to help us fully support your child.

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.

Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed.

There are a range of interventions and additional subject support that are available and should your child need this, it would be discussed with you.

When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, tinted exercise books, pen/pencils grips, etc. to support students with their learning.

### ***How will parents know how their child is doing?***

- In years 7 -10 parents are formally invited to discuss their child’s progress once a year. In year 11, parents are formally invited to the academy once a year but some parents are invited to extra intervention evenings to discuss their child’s progress.
- Academic progress, attendance and behaviour information are sent home three times a year.
- Every student has a diary or planner for parents and staff to use to communicate achievements or

concerns

- The subject and pastoral staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made.
- We give reports to the governors who check and review the work of the SEN department.
- We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:
  - parent/carers evenings
- SEND Parent/Carer Information Afternoons
  - notes in planners
  - email
  - telephone calls
  - appointments made with individual teachers
  - annual reviews (for those with an Education Health Care Plan)
- The school provides information for parents through the school newsletter, information on the website, open evenings, letters home, phone call homes and information and intervention evenings (year 6 through to year 11).

### ***How can the school help parents to support their child's learning?***

- Subject teachers may suggest ways of supporting students' learning through messages in the diary, personally or at parents' evenings.
- The SENCo or other members of the Inclusion/pastoral team may meet with parents to discuss how to support their child, if this is appropriate.
- If outside agencies have been involved with a student they may provide ideas and suggestions that can be used at school and at home.
- How else can you be involved? We need you to support us by encouraging your child to fully engage with their learning and any interventions offered. This can be done by helping them to be organised for their day (including bringing the right equipment, books and wearing the correct uniform), having full attendance and good punctuality, completion of homework, checking and signing planner, attending parents meetings and attending any meetings specifically arranged for your child.

### ***What support will there be for students' overall well being?***

- At Buile Hill Visual Arts College we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.

- The school offers a range of pastoral, inclusion and therapeutic support for students who are experiencing emotional difficulties at any one time.
- Some students may attend an individual mentoring programme run by our Inclusion Support team or spend time in the Nurture or Attachment Room where they participate in social skills sessions, emotion coaching sessions, Lego Therapy, Theraplay, strategies/interventions advised by EP, etc.
- Some members of staff and support staff have had training in working with students with attachment issues so students with attachment issues are given a key person to work with in school, either in a 1:1 situation or in a small group.
- Students with emotional issues are placed in a Nurture Form, run by Nurture trained TAs, and have access to the room and TAs during unstructured times as well i.e. before and after school, break time and lunch time.
- After school – extra-curricular activities, homework clubs, etc.
- Various sports clubs run after school
- Mindfulness interventions to support pupils with anxiety and stress that can occur in school. The .b Mindfulness programme is delivered to some of these students.
- SEMH outreach support from the Salford Secondary Inclusion Service.

### ***What specialist services and expertise are available at or accessed by the school?***

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service) – The school is part of the CAMHS School Pilot.
- Social Care
- Speech & Language Therapy
- School Nurse
- Salford Learning Support Services
- ACE Team
- The Virtual School
- Salford SEMH Outreach Workers (The Secondary Inclusion Service)

### ***What training are the staff supporting children and young people with SEND had or are having?***

- All our Teaching Assistants have received wide ranging relevant training in Autism, Speech and Language, Literacy and Numeracy, Nurture, SEMH and Dyslexia.
- All staff receive regular training as well as local and national updates.
- Most of our teaching assistants, and some teachers, have received training on Attachment Disorders and how to support students who have experienced trauma. In addition to this, our teaching assistants have attended training on Theraplay, Lego Therapy and Mindfulness so the school can support children who struggle socially and emotionally.

- Most of our teaching assistants are ELKLAN trained.
- A member of support staff has also completed the National Nurture Group Network training and assessment on setting up and running a Nurture room/group, and using the Boxall Profile and Boxall Profile for Young People assessment tools.

**Staff:**

- SENCO – Experienced MFL teacher, Lead LAC Teacher and has completed the National Award for SEN Coordination (NASENCO).
- Learning Support Unit Manager – experienced mentor and pastoral lead, alternative curriculum, ELKLAN trained, CAMHS Lead in school and trained in Restorative Justice.
- Literacy Lead TA – Trained in delivering Literacy and Reading interventions.
- Attachment Lead TA – Completed training in Theraplay, Emotion Coaching, Attachment, Nurture, Restorative Justice and is ELKLAN trained.
- Nurture Lead TA – Completed full training and assessment with The Nurture Group Network – The Theory and Practice of Nurture Groups and using The Boxall Profile as an assessment tool. She is also ELKLAN Trained.
- 1 qualified experienced teacher leading the integrated provision in the Enhanced Resource Provision.
- 2 Part time TAs – 1 is an experienced teacher and 1 is ELKLAN trained.
- 5 Full time TAs – 3 are ELKLAN trained. 1 is trained in delivering Phonic and Catch-up Literacy programmes and in using GL Assessment tools for Dyslexia and Dyscalculia. 1 is currently completing an EAL course in Psychology Counselling Skills.
- The Safeguarding Officer in school is also based in the Learning Support Unit and she supports with some of the more vulnerable students.
- A Speech and Language Therapist and Occupational Therapist work in school 1 day a week (Friday)
- Trained Counsellor from 42nd Street works in school 3 days a week.
- SEND Admin Assistant

***How will my child be included in activities outside the classroom including Educational Visits?***

- All students are eligible to participate in activities, all extra-curricular activities, residentials, events and educational visits taking place in the academy.
- Risk assessments are carried out and procedures are put in place to enable all students to fully participate.
- All children in the school are encouraged to take part in extra activities after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

***How accessible is the school environment?***

The building is fully accessible to wheelchair users or for people with limited mobility

***How will the school prepare and support students when joining the school or transferring to a new provision?***

We understand that changing schools can be stressful for some students and therefore we aim to make the transition process successful through:

- Before starting in September, Year 6 students visit the school for baseline testing and for induction days.
- Extra induction days or times arranged for students who are deemed to need them to aid transition.
- The SENCo visits primary schools to discuss students with special educational needs with the primary SENCOs and year 6 teachers. The SENCo leader will also meet parents before their child starts at Buile Hill Visual Arts College if this is deemed necessary.
- Students who join the school mid-term will spend at least their first day off timetable where they will be tested in English and Maths and have a comprehensive tour of the building. If it is felt necessary, a gradual transition into lessons will take place.
- To support a student leaving Buile Hill Visual Arts College to join another secondary school, we ensure all relevant information is shared.
- During year 11, the SENCo and members of the SEN team will liaise with the Careers Co-ordinator in school, to support students with SEN with applications for College, apprenticeships or employment opportunities. Where necessary, students will be accompanied on visits and supported during this important transition. All relevant information about SEND students is shared with the Learning Support Managers at the post-16 provisions.

### ***How are the School's resources allocated and matched to students' special educational needs? The Impact of support and interventions:***

Pupils on the SEN List are monitored vigorously to ensure progress is achieved. They are monitored by the SENCO – Pupil Profiles are evaluated 3 times a year and pupil progress in terms of National Curriculum Levels is tracked and evaluated 3 times a year. If pupils are not achieving, interventions are put in place

- The SEN budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's, or cohort's needs.
- The additional provision may be allocated after discussions at Inclusion meetings.
- For students with a high level of need we will apply for additional funding to help individual needs further, i.e. TAF Funding, EHCP, etc.
- A detailed provision map is used in school to track the support SEND pupils receive and to decide if intervention is value for money compared to assessment information.
- For prolonged intervention programmes such as Reading Intervention, termly assessment data is used.
- Data for SEN pupils across the school in core subjects is analysed – comparisons with non SEN to see if the gap is narrowed, analysis of levels of progress from KS2 to monitor expected progress, analysis of SEN pupil progression over time
- Attendance, punctuality and seclusion data is monitored for SEN students.

### ***Tracking the progress of pupils with SEN***

We use EduKey Provision Mapping software to track and measure the impact of interventions organised for children across the pastoral team, including those with SEN.

SENCO or LSU Manager attends all parent evenings

Review meeting arranged for any underachieving pupil on SEN list

Annual reviews are held for pupils with an EHCP

SEND Parental Information mornings/afternoons are held twice a year

## **Success Criteria: How does the school evaluate the success of the SEN Information Report and Policy?**

The school will evaluate the success of the policy by:-

### **Quantitative**

- Movement up and down and off the SEN list
- Specific SEN tests
- Provision map costing against impact measures
- Standard attainment tests (SATS)
- Cognitive Ability Tests (CATS)
- Raise on Line data
- Pupil Profile targets met
- Termly teacher assessments
- Complaints

### **Qualitative**

- Staff views
- Parental views – from review meetings, parents' evenings, phone contact
- Pupil views – in any contact, take account of the pupil's view
- Adviser views – monitoring visits
- Educational Psychologist, SEN Caseworker, and other professionals.

### ***How is the decision made about how much support a student will receive?***

- All students are discussed at Inclusion meetings and progress meetings and support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and student's needs are met.
- Advice is also sought from external professionals who work with our students i.e. advice from Educational Psychologists.

### **Who can parents/carers contact for further information? The arrangements for consulting parents of pupils with SEN, and involving such parents in the education of their child:**

- Parents can contact their child's form tutor or Head of Year, in the first instance.
- If parents are concerned about a particular subject, they should contact the class teacher direct.
- Parents who wish to discuss a child's special educational needs should contact the SENCO or a

member of the SEN team – contact details are at the end of this report.

- At the start of the year there is a general meeting with all parents (with children on the SEN register). Throughout the year there is a further SEN parents meeting in addition to the whole school parent evenings.
- Pupil Profile reviews in line with the school assessment schedule are conducted throughout the year.
- Progress and outcomes are discussed during consultation meetings with School EP, SALT, LSS, etc.
- Parents are invited into school to discuss their child's progress at anytime
- Morning and afternoon sessions dedicated to parents of pupils with SEND
- Annual questionnaires completed for parents of children with SEND

### ***The arrangements for consulting young people with SEN about, and involving them in, their education***

- Pupil Profile are written, discussed and reviewed with pupils
- Pupil questionnaires are completed every term and outcomes also discussed with pupils
- Pupils are aware of their individual targets.
- Pupils are involved in their annual review
- Most meetings involve the pupils.

### **Where can you get further information?**

Contact the school:

SENCo: Mary-Anne Lincoln

LSU Manager: Sue Dean

Buile Hill Academy  
Eccles Old Road  
Salford  
M6 8RD

**Tel:** 0161 736 1773

**Website:**

[www.builehillacademy.co.uk](http://www.builehillacademy.co.uk)

You can also look at the school's SEN Policy and Offer on the school's website.

**The Salford Local Offer: For children and young people with SEN or disabilities:**

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

