

Special Educational Needs and Disability Policy

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1.0 Core Values and how they link with this policy

Core Values and how they link with this policy



- 1.1 The Special Educational Needs and Disability Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Employees at James Brindley Academy are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.
- 1.2 James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the **UNICEF Charter**.

JBA Core Values	How this policy addresses these values
THRIVE – We create a positive environment where we thrive and succeed	We are committed to creating an environment where all children and young people's needs are fully met, allowing them to grow and succeed.
HIGH ASPIRATIONS – We have high aspirations for ourselves and others	We do not consider SEND needs to be a barrier. We consistently challenge pupils, allowing them to build on skills and reach for their dreams.
INCLUSION – We are inclusive in all we do and celebrate our differences	All staff are given the opportunities to develop their skills and understanding in order to meet the needs of our children and young people. We celebrate and share our differences, including everyone within our community.
NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing	We support our children and young people to develop strategies to support their emotional health and wellbeing; aiming for their independence as they leave JBA.
KEEP SAFE – We ensure that keeping safe and the safety of others is paramount	We embed the ethos of safety within our environment, supporting children and young people to develop the skills they need to keep themselves safe within and outside of the JBA community.

2.0 Definitions

Special Educational Needs and/or Disability (SEND)

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support.

It can affect their:

- Behaviour or ability to socialise, for example they struggle to make friends.



- Reading and writing, for example because they have dyslexia
- Ability to understand things
- Concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)
- Physical ability

Special Educational Needs (SEN)

A child or young person has special educational needs if they have a learning difficulty or disability that means they need special health and education support whether or not they have an Education Health and Care (EHC) plan.

Special Educational Needs Coordinator (SENCO)

A Teacher who is responsible for co-ordinating SEN provision. Each Centre at James Brindley Academy has at least one SENCO.

3.0 Introduction

James Brindley Academy (JBA) provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their medical needs both physical and mental health related. As such, the majority of the Academy's cohorts across the different provisions will be experiencing either a temporary or permanent Special Educational Needs and/or Disability (SEND). The Academy's focus is on ensuring that every pupil has access to all possible opportunities allowing them to reach their academic potential, whilst also growing physically, socially, and emotionally.

JBA believes that every child is unique and therefore one approach does not fit all pupils. With this in mind, all staff consider the need for a personalised, broad and balanced curriculum while recognising that pupils' have varying life experiences.

The Academy has high expectations for all pupils regardless of social setting and background, gender, attainment, ethnicity and special need or disability. We ensure that all pupils have access to the full range of opportunities provided by the school.

The development and review of the Academy's Special Educational Needs and/or Disability (SEND) Policy contributes to a clear and shared vision of our purpose in learning, which enables the Academy to effectively meet the needs of all pupils in the fulfilment of our aim to welcome and develop partnerships with parents, carers and a range of professionals with whom we can share advice and develop best practice, so that we may:

- Prepare pupils for their future lives.
- Enable pupils to be happy, successful and keen to learn.
- Provide our pupils with a variety of quality educational experiences in all aspects of life



- Enable pupils to develop effective communication skills, in order to express thoughts, feelings and choices.
- Provide a safe and happy environment in which pupils can work towards achieving their best.
- Enable pupils to build in confidence, develop self-esteem, self-reliance and make informed choices.
- Offer school curriculums that are well researched, broad and balanced, based on statutory requirements, whilst being appropriately adapted to meet the needs of all pupils.
- Encourage the development of good social skills, so that pupils are able to develop friendships and become sensitive to the feelings and needs of others.
- Develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

4.0 Purpose

This purpose of the policy is to:

- Ensure all children and young people reach their full educational potential and have equitable access to the curriculum and enrichment opportunities offered.
- Safeguard that the pupil's and parent's voices are heard at every stage of their journey with the academy; when setting out support, assessment and planning outcomes.
- Reduce barriers to learning and achievement by providing each pupil with a personalised learning programme that is differentiated according to their need.
- Ensure all staff understand their responsibility for assessing and identifying individual pupil need and for planning a curriculum which meets the full range of pupil's needs and abilities.
- To ensure that all pupils with SEND are able to make a successful transition to their next stage of education.

We do not discriminate against pupils with special education needs or disabilities: our Admissions Policy has due regard for the Equality Act 2010 and the guidance in the Code of Practice that accompanies the Children and Families Act 2014.

5.0 Scope of policy

- To set out how the Academy will support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- To explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

- To set out the expectations of JBA staff in working in close partnership with other professionals.
- To fulfil the Academy's legal obligations with regard to SEND.

6.0 Admissions

James Brindley Academy (JBA) provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their medical needs, mental health needs, neurodevelopmental difficulties and/or Autism (ASC). Hospital pupils may be from Birmingham or other Local Authorities.

Pupils in teaching centres must be from Birmingham Local Authority catchment area, defined by home address postcode, unless agreed by Birmingham in advance of placement. For most pupils

their placement at JBA is time limited with an anticipated return to mainstream, alternative or post-16 provision. This varies depending on the nature of the medical needs and associated recovery.

It is essential that a referral to JBA is part of an integrated support plan for a pupil which is underpinned by the work of all professionals involved and which has clear goals or outcomes for return to school, or other provision.

Further information can be found within our [Referral and Admissions policy](#).

6.1 Dovedale KS2 (Yr 5 & Yr 6) KS3 & KS4 ASC Special Provision (Permanent)

Admissions to Dovedale is via a referral received from SENAR. All pupils accepted for placement at Dovedale will have an Education, Health and Care Plan (EHCP) with autism as primary need. Primary pupils (KS2) with EHCPs, who wish to continue or apply for a year 7 secondary place at Dovedale, should follow the SENAR processes for stating Secondary School preferences.

6.2 Northfield KS3 and Parkway KS4 SEMH Alternative Provisions (Temporary)

Admissions to the KS3 (Northfield) or KS4 (Parkway) Teaching Centres will be made directly from the pupil's current home school in consultation with other professionals from such partnership organisations including SENAR, Forward Thinking Birmingham, Educational Psychology, Birmingham Health and Social Care etc. Evidence of this partnership working should be included in any referral to James Brindley Academy, clearly indicating the reasonable adjustments and strategies attempted by the referring school with evidence that these have been implemented. SENAR referrals will also be considered for placement at the KS3 and KS4 centres.

6.3 Hospitals

EYFS to post-16

James Brindley Academy provides an education for children and young people inpatient care and long stay patients who are dual registered.

Staff are based in a range of Hospitals across Birmingham. Staff are available to deliver lessons at the bedside for children who are inpatient for more than three school days, or five days for post-16 pupils, working in partnership with the pupil's home school to provide a personalised curriculum.

6.4 Short-Term Provision (STP)

KS1 to KS4

Short Term Provision (STP) provides an education for children and young people, aged 4 to 16, who are unable to access their school due to their medical health or mental health. Pupils receive access to a minimum of five hours of lessons a week, which can be clustered to support a fun, creative and supportive timetable that will best suit the learning needs of the pupil, maximising pupils' progress.

Our STP Team works closely with Birmingham Local Authority, pupils, parents, schools, health professionals and other relevant agencies, to ensure that pupils have appropriate access to education and continue to make progress whilst they are unable to attend school.

6.5 Special Provision (SPR)

Ardenleigh is part of the Medium and Low Secure provisions at Ardenleigh Hospital in Erdington and cater for up to 5 young people in Low Secure and up to 10 in Medium Secure for complex mental health reasons. The Ardenleigh Team work in collaboration with therapeutic disciplines such as: Psychology, Speech and Language and Occupational Therapy to support our young people in their personal development.

Willows is a teaching and assessment centre which provides education for young people receiving support for their mental health condition as an inpatient at Parkview Clinic.

Depending on a pupil's medical treatment, teaching takes place on the ward or at the centre, which is a short walk from the clinic. The centre provides education from KS3 to KS5 (school years 7 to 13). Whilst pupils are at Willows, we keep in touch with their home schools and parents and carers to inform them about both their attendance and progress. We aim to minimise their academic learning missed whilst away from their home school, as well as providing them with a wellbeing curriculum that follows the Thrive Approach.

Schoen Clinic Newbridge provides education for up to 34 young people, between the age of 8 and 18 years, who are receiving specialist care for the treatment of an eating disorder. James Brindley Academy is a fully integrated part of the Schoen Clinic Newbridge multi-disciplinary team, liaising with clinical staff to ensure that all young people are safeguarded whilst attending school. Pupils are taught by key stage across three classrooms. We are committed to offering a quality learning experience that enables all of our young people to stay 'on track' with their studies whilst they are in hospital. The team strive to create a safe, purposeful, and productive learning environment that

allows young people to access specialist subject support and a curriculum that is tailored to meet their needs. Smaller class sizes allow for bespoke learning pathways and highly personalised lessons. We report progress on a regular basis as part of the CPA (Care Plan Approach) meetings and we offer regular feedback to parents and home schools.

****See appendix 10 – Working with Special Educational Needs Pupils for further details and Centre overview.***

7.0 Request for an Education, Health and Care Plan (EHCP)

A request may be made to the LA for an EHCP in liaison with the agencies, parents and school, should a pupil's progress continue to be of a substantial concern. However, EHCP's may be requested by a parent, or school, as well as anyone bringing a child to the attention of the LA if they think an assessment is necessary.

The parent of any child who is referred to the LA for an EHCP assessment, will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment.

Format of the EHCP Consideration is given to:

- ✓ The views, interests and aspirations of the child and parents.
- ✓ The child's SEND.
- ✓ The child's health needs which relate to their SEND.
- ✓ The child's social care needs which relate to their SEND.
- ✓ The outcomes sought for the child.
- ✓ The special educational provision required by the child.
- ✓ Any health care provision reasonably required by the learning difficulties and disabilities which result in the child having SEND.

The process of receiving an EHCP should be a carefully considered one and the LA aims to complete the process in 20 weeks. SEND Support Provision Plan (SSPP) An SSPP is a document which demonstrates the provision in place for a child where the needs are complex and require multi-agency involvement, but where an EHCP is not required. They are designed to build up a picture of need and provision over time as well as supporting effective information sharing. If needed the SSPP can also be used to apply to the LA for additional funding to implement provision.



8.0 Responsibilities

8.1 The Principal will:

- Work with the Assistant Principal (Inclusion) and SEN link trustee to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learning with SEN and/or disability.
- Ensure that JBA is staffed to meet the needs of pupils with a range of complex and special educational needs.

8.2 The Assistant Principal (Inclusion) will:

- Work with the Principal and SEN Trustee to determine the strategic development of the SEND policy and provision in the Academy.
- Ensure that the SEND policy and SEND information report is on the school website and kept up to date.
- Oversee the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Ensure that there is a programme of SEND training across the Academy to enable the staff to meet the needs of the pupils.
- Work collaboratively with the Assistant Principal (Teaching and Learning) to ensure that the curriculum is accessible to all pupils and is designed to meet individual needs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Ensure that all parents are aware of their rights associated with Educational Health and Care Plans (EHCPs) and request of said plans.
- Ensure that an accurate SEND support list is maintained and that the records of all pupils with SEND are kept up to date.
- Lead half-termly Inclusion meetings.
- Ensure Annual Reviews of EHCPs are taking place across the Academy in a timely manner, in line with legal requirements.
- Ensure that the regular review of pupils' needs are taking place for all pupils on the SEND Support register.



- Ensure there are opportunities for parents and carers to discuss any difficulties they perceive their child may be having or needs that need to be addressed.

8.3 Teaching Centres

SENCOs with support of Assistant SENCOs – each Centre of the Academy will have a nominated SENCO.

They will:

- Deliver a programme of training within their centre to ensure staff are able to meet the needs of the pupils and to enhance the provision for pupils with special needs.
- Attend and contribute to half-termly Inclusion meetings.
- Attend Annual Reviews of EHCPs in a timely manner by supporting home schools, in line with legal requirements.
- Support home school by Annually reviewing the progress of each child including the objectives in the EHCPs.
- Oversee the review process for all pupils on the SEND Support register.
- Ensure that parents are kept informed of their child's provision arrangements.
- Trigger the assessment of a child or young person, if they have been identified as requiring additional support to make progress.
- Ensure access arrangements are applied for and put in place.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with the Clinical Psychologist and 'Health in mind' where appropriate to assess identified pupils in terms of EHCP applications or change of placements.
- Liaise with medical teams and social care staff and attend MDT meetings
- Write a SEND Support Provision Plan for identified pupils when required.
- Signpost parents and carers to other services available.
- Liaison with intervention leads to identify additional provision requirements.

8.4 Hospitals & SPR

SENCOs with support of Assistant SENCOs – each Centre of the Academy will have a nominated SENCO.

They will:

- Deliver a programme of training within their centre to ensure staff are able to meet the needs of the pupils and to enhance the provision for pupils with special needs.



- Attend and contribute to half-termly Inclusion meetings.
- Support home school by annually reviewing the progress of each child including the objectives in the EHCPs.
- Oversee the review process for all pupils on the SEND Support register.
- Ensure that parents are kept informed of their child's provision arrangements.
- Trigger the assessment of a child or young person, if they have been identified as requiring additional support to make progress.
- Ensure access arrangements are applied for and put in place.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with the Clinical Psychologist and 'Health in mind' where appropriate, to assess identified pupils in terms of EHCP applications, change of placements or annual reviews.
- Liaise with medical teams and social care staff and attend MDT meetings.
- Write a SEND Support Provision Plan for identified pupils when required.
- Signpost parents and carers to other services available.

8.5 Centre Leaders

They will:

- Collaborate with wider professionals, parents and pupils to ensure that no decision is made in isolation and is always in the best interest of the pupils.
- Work with the Assistant Principal (Inclusion Lead), SENCO and Assistant SENCOs to ensure resources are allocated effectively within their centre to meet the individual needs of the pupils.
- Work with the Principal, Assistant Principal and SENCO to ensure the centre is staffed appropriately to meet the individual needs of the pupils.

8.6 SEN Trustee

They will:

- Attend the relevant trustee meeting.
- Help to raise awareness of SEND issues at trustee board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board of trustee on this.
- Work with the Principal and Assistant Principal (Inclusion) to determine the strategic development of the SEND policy and provision in the Academy.



8.7 Teaching Staff

They will:

- Ensure that they follow the requirements of a pupil's EHCP where possible in hospital setting.
- Personalise learning for each pupil based on identified needs.
- Prepare differentiated resources, where appropriate, to enable all pupils to access lessons and learning.
- Share their teacher assessment and experience of the pupil when requested for reviews.

8.8 Intervention Lead

They will:

- Together with the Centre Management Team, contribute to, monitor, and review pupil progress and achievement through data analysis and target setting in Centre.
- Plan and deliver appropriate and challenging interventions to specific groups of pupils.
- Oversee the interventions provided by external providers e.g. Mentors etc
- Ensure that appropriate provision is provided to all pupils with provision mapping.
- Develop and implement robust systems for identifying pupils who require additional support through intervention.
- Keep abreast of new developments/initiatives in both Special Needs Education and mainstream education.
- Keep parents / carers informed about their child's progress on a regular basis.
- Report to the SLT on the effectiveness of the provision of intervention on a regular basis.
- Be aware of and comply with policies and procedures relating to safeguarding, equal opportunities, health, safety, security, confidentiality, and data protection, reporting any concerns to the appropriate person in order to maintain a safe and secure learning environment for pupils.
- Implement Academy policies and procedures.

8.9 All staff who work with children and young people

They will:

- Be aware of the pupils' EHCP and support plan and put in place appropriate strategies.
- Provide an atmosphere of encouragement and high expectations for all pupils and enable them to take risks and make mistakes without fear of criticism.

- Follow the Positive Behaviour Policy when managing behaviour, thus considering the individual needs of the pupil and always looking beyond the behaviour.
- Behave in line with the Academy's [Code of Conduct](#).
- Be a key worker to identified pupils and arrange PDR meetings.
- Raise concerns with the Centre Leader or SENCO if they have identified needs of a pupil.
- Focus on the child or young person's strengths as well as areas of additional need.
- Establish relationships which foster trust and respect.

9.0 Links to statutory documents and legislation

This policy has been developed to ensure that the academy complies with the requirements of:

[SEND Code of Practice: 0 to 25 years \(DfE, 2015\)](#)

[Supporting Pupils at School with Medical Conditions \(DfE, 2015\)](#)

[Equality Act 2010](#)

[Human Rights Act 1998](#)

[Part 3 of the Children and Families Act \(2014\)](#)

[The Special Educational Needs and Disability Regulations \(2014\)](#)

9.1 Local Offer

Our SEN offer can be found on James Brindley Academy Website - SEND

Our local authority's local offer is published here: <https://www.birmingham.gov.uk/localoffer>

9.2 SEND Information Report

Our SEND information report can be found on James Brindley Academy Website.

9.3 Thrive Approach

At James Brindley Academy the emotional wellbeing of our pupils is at the heart of everything we do. We began our Thrive journey in 2019 when we learnt about its trauma-informed approach that targets the social and emotional development of children and young people. We understand that the pupils at James Brindley Academy have a vast range of experiences and individual needs that may have impacted their emotional development, and The Thrive Approach allows us to identify these gaps so that we can build on the key skills of resilience, independence, and self-confidence for the next stage of their educational journey.

Underpinning this approach are the strong relationships we build with our pupils and our understanding of their learning and emotional needs. Our staff use the principles of The Thrive Approach to create environments where our pupils can feel safe, engage with learning and use their voices within the James Brindley community. We have also trained our staff to understand the neuroscience behind adolescent emotional development and the impact of trauma on the brain. We understand that all behaviour is a communication of social and emotional needs that require attention in the moment from an adult who is ready to respond with curiosity and compassion.

We deliver cycles of Thrive Practitioner training to put in place specialists across The Academy. These Thrive Practitioners are able to deliver one-to-one sessions that are personalised to the individual needs, for those who need a higher level of emotional development support.

10.0 Links to other policies

This policy links with other policies within the Academy:

- [Positive Behaviour Policy](#)
- [Safeguarding including Child Protection Policy](#)
- [Code of Conduct](#)
- [Accessibility Plan](#)
- SEND Information Report
- [Special Consideration](#)
- [Access Arrangements](#)
- [Careers Policy](#)

11.0 Assessment, Monitoring, Record Keeping and Review Procedures

The SEND Code of Practice recognises four broad areas of need:

1. Communication and Interaction (C&I): this includes pupils who have speech, language and communication difficulties, slower processing difficulties and includes pupils with autism spectrum conditions.
2. Cognition and Learning (C&L): this includes pupils who have learning difficulties, for example, dyslexia, dyspraxia and dyscalculia.
3. Social, Emotional and Mental Health: (SEMH);
4. Sensory and/or Physical: this includes pupils who have visual (VI), or hearing needs (HI), or a physical disability that affects their learning (PD).

11.1 Assessment & Monitoring

For every child, there is a parents and carers evening, termly progress checks and one full written report each year. All data is recorded on Arbor. SEND Observation reports (**see appendix 11**) are completed by SENCOs or Assistant SENCOs to identify where additional support is required. All teachers check and review progress made by all pupils. All pupils will have their progress reviewed throughout the year.

The Key Worker will arrange to meet with parent/carer to discuss their progress if there have been concerns raised. Where an external agency has been working with the pupil, this specialist may be invited to contribute to the meeting.

A pupil who has an Education Health and Care Plan will have an Annual Review meeting involving the Key Worker, SENCO and/or Assistant SENCO, pupil, parent/carers, SENAR case officer, as well as any other relevant professionals. Parents and carers may invite someone to accompany them if they wish.

11.2 Graduated Approach

The Academy follows a graduated approach of Assess, Plan, Do, Review (**see appendix 4**). This is structured within all Centres through the PDR (Plan, Do, Review) document and via the Annual Review documentation if the child or young person has an EHCP.

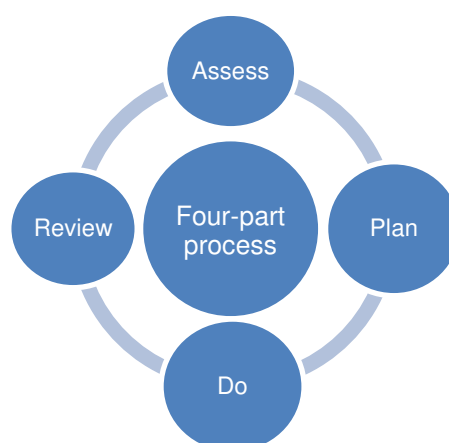
There are also cases where the child or young person has been identified as requiring a [SEND support provision plan](#). This may be necessary for transition, particularly if an EHCP request has not been successful. The SEND support provision plan should be compiled considering parent, pupil and other professional views and should be reviewed on an annual basis, akin to an EHCP review.

As all children and young people who attend James Brindley Academy receive provision that is additional and different, they are all placed on the Special Educational Needs and Disability (SEND) Support register. This also includes pupils who have an Educational Health and Care Plan (EHCP).

The SEND Support register is maintained and generated through the Academy's central management information system, Arbor.

The school adopts the levels of intervention as described in the [SEND Code of Practice 2015](#). The Code of Practice advocates a graduated response to meeting pupils' needs.

The graduated response consists of a four-part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

11.3 Termly Reviews

- All pupils will have a PDR (Plan, Do, Review) meeting and document (**appendix 4**). The PDR document will set out three targets related to teaching and learning, well-being and transition.
- PDR targets will be reviewed termly and targets will be in line with the high expectations the school has with regard to all pupils.
- For pupils with an EHCP, provision will meet and coordinate with the recommendations on the plan.
- The Key worker for the pupil is responsible for reviewing and keeping the information up to date.
- An action plan will be created through discussion with both the pupil and the parent/carer and other relevant professionals.
- The action plan will then be shared by the key worker with all other relevant staff in the centre.
- The PDR also contains information about:
 - Future aspirations
 - Strengths and challenges
 - Achievements and progress
 - Strategies and support

11.4 Annual Reviews

The purpose of an Annual Review is to:

- Assess the child or young person's progress over the year in terms of the targets set at the previous Annual Review and set new targets for the next 12 months.
- Collate and record information that the Academy and others can use in planning future support for the child or young person.
- Consider the continuing appropriateness of the child or young person's EHC plan in light of their performance during the previous year; noting any additional SEND which may have become apparent within that time and therefore consider whether or not the EHC plan needs to be amended or ceased.
- To bring together the views of everyone who helps the child or young person.
- To consider the child or young person's progress in terms of seeing if the support or placement has been successful in meeting their needs.
- To record any changes in the child or young person's circumstances.



- To review any special provision that is being made for the child or young person.
- To consider and review the level of banded funding that is allocated to the child or young person. In addition, this could lead to the consideration of the need for ESN (Exceptional Special Needs) funding.

11.5 Attendance at Reviews

The parents/carers will be invited and encouraged to attend all annual and termly reviews for their child. It would only be under exceptional circumstances that the parent/carer would not be in attendance (the reasons will be documented in the review paperwork).

All relevant professionals will be invited to attend reviews; these professionals may include a Social Worker, Health professionals, Forward Thinking Birmingham (FTB), Careers Officer, SENAR (Special Educational Needs Assessment and Review).

Professionals who cannot attend the review meetings are asked to provide a written report which is made available at the meeting.

The Educational Psychologist is only involved in those annual reviews which are likely to involve in a change in the Educational Health and Care Plan especially when alternative provision is being reviewed or a change in banded funding is being considered.

11.6 Access Arrangements

At James Brindley Academy, assessments are carried out by an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as Special Educational Needs Disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the [Equality Act 2010](#) to make 'reasonable adjustments.'

11.7 Reasonable adjustments

The [Equality Act 2010](#) requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- needs of the disabled candidate;
- effectiveness of the adjustment;
- cost of the adjustment; and
- likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'

11.8 Special Consideration

At James Brindley Academy, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication A guide to the special consideration process.

For candidates who are present for the assessment but disadvantaged, James Brindley Academy must be satisfied that there has been a material detrimental effect on candidate examination performance or in the production of coursework or non-examination assessment.

Examples where a candidate/candidates may be eligible for special consideration include:

- A candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place.

12.0 SEND and Positive Behaviour

The DFE's guidance [Behaviour in Schools \(2024\)](#) states the following:

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.



Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

Under the [Children and Families Act 2014](#), relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;

If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

JBA's [Positive Behaviour Policy](#) clearly sets out how pupils with SEND is supported. The following has been taken directly from the Positive Behaviour policy, which reflects reasonable adjustments to ensure pupils with SEND are not at a disadvantage.

All classroom-based staff will use a range of de-escalation techniques to manage pupil behaviour positively and keep serious behavioural incidents to a minimum. De-escalation techniques may include:

- Verbal advice and support
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders
- Humour
- Firm, clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignore
- Calm talking
- Calm Stance

12.1 Sanctions

Sanctions are used within our framework of reinforcing good, expected behaviour and to develop pupil's social understanding with the focus being on the pupil's social development. They may also be required to ensure the health, safety, and well-being of others.

There is no set tariff of consequences. The individual circumstances are always reviewed before a decision is taken.

Possible sanctions include:

- Temporary loss of privilege/catch-up sessions/'reflection time'
- Verbal reprimand
- Restriction of leisure time activities
- Time out – as part of an agreed programme
- Letter home to parents
- Phone call to parents, recorded on Arbor/CPOMS and actioned appropriately
- Parents required to attend meeting with key worker, teacher, Centre Leader
- Exclusion – only to be used in extreme circumstances

Some young people respond to sanctions. There is evidence to support that the actual sanction is relatively unimportant; people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of young people who do not respond well to this aversive conditioning and for whom sanction, or the fear of punishment is less effective in promoting behavioural change.

Some young people with social communication difficulties may find it hard to recognise how they or others feel and, therefore, are less likely to respond to punishment cues. Sanctions may well be less effective for this type of young person.

Some young people show callous unemotional traits (CU). Those displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less

responsive to aversive conditioning. Restorative justice techniques are often inappropriate for these pupils.

Pupils with a combination of SEMH and ADHD have been shown to have a suppressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our young people, punishment may militate against positive behavioural modification. Evidence shows that young people are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient.

Punishment does not contribute to positive feelings of self. The anger that many young people feel when sanctioned is often transferred and used to 'justify' the original misdemeanour or fuels feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

Pupils with attachment difficulties also struggle to respond to a behaviourist approach because they are so easily triggered to shame and a flight or fight response. Evidence based therapeutic approaches such as PACE (Playfulness, Acceptance, Curiosity and Empathy) and Connection before Correction, are more likely to enable young people with attachment difficulties to reflect on their behaviours.



We strive to create a fully inclusive environment for all our young people but accept that sometimes exclusion may be necessary if the behaviour presented is considered a threat to the safety and wellbeing of others or when learning is compromised to an unacceptable level by persistent and extreme disruption. We follow the DfE guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk).

The Principal may exclude a pupil for one or more fixed term periods, for up to 45 days in one school year. In extreme and exceptional circumstances, the Principal may exclude a pupil permanently. This decision is not taken lightly, and much support will have been given to the young person. This may include involvement from a family support worker and/or social worker, Thrive interventions, working with mentors, support from the JBA mental health practitioner and pastoral managers alongside regular contact with home or a trial at another JBA centre.

12.3 Restorative Practice

JBA aims to be a restorative school which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

13.0 Transition

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

At James Brindley Academy, transition is an important key factor for a successful and positive experience. All pupils transitioning to JBA receives a referral meeting with pupils, parents/carers and other professionals. Following referral meetings, the SENCO will work collaboratively with children and families to prepare a bespoke transition package plan (**See appendix 9**).

13.1 Preparing for adulthood

The SEND Code of practice (DFE, 2015) states, high aspirations are crucial to success, discussions about longer term goals should start early and ideally well before Year 9 (age 13-14) at school. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve.

All pupils at James Brindley Academy in our teaching centres will take part in a careers education programme, which is implemented through: Personal Development lessons, assemblies, form time



activities, workshops, careers focussed days and one-to-one meetings. Pupils will have multiple opportunities to have meaningful interactions with employers, apprenticeship providers colleges and university representatives as well as experiencing the world of work first-hand through work experience.

Our Wellbeing Wednesday offer, contributes to pupils' personal development in the following areas:

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

•

Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

Enabling:

- Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media

Supporting:

- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

13.2 Careers

All pupils at James Brindley Academy in teaching centres can request an appointment with a Careers Adviser. However, Year 9, 10 and 11 pupils are most likely to access the service, with many Year 11 pupils receiving multiple careers guidance meetings and additional support. As pupils move on to post 16 education care is taken to support with transition events and interviews and the application process.

The Careers Adviser will:



- Collaborate with Centre Leaders, Pastoral Managers, Key Workers, SENCOs and form teams to support pupils.
- Liaise with SENCOs to support pupils with EHC Plans and those for whom EHC requests for assessment are in progress.
- Ensure parents and carers are communicated with when there are concerns about Post 16 plans.
- Provide pupils and parents/carers with copies of pupils' career action plans created at career's meetings.
- Pupils can refer themselves for a career's guidance meeting at any time. They can either approach Careers Advisers directly or they can ask another member of staff to arrange this for them.
- Provide appropriate guidance to pupils which meets the individual needs.
- Further details can be found with JBAs [Careers Policy](#).

14.0 School Interventions to Support Inclusion

There are many types of interventions that may be appropriate. Support or intervention provided will always be considered depending on the type of need, purpose of the support and expected outcomes (**see appendix 11 for details of our SEND Offer**).

Interventions could include the following: (this list is not exhaustive)

- Bespoke support plan developed with the pupil and parent/carer containing suggested strategies for school staff to implement. All relevant staff to be made aware of the plan. This should be based on an 'Assess, Plan, Do, Review' cycle. (**see section 11.1 – Graduated Approach**)
- Educational Health Care Plan.
- Use of resource rooms/smaller groups.
- Safe places in school to go to when in crisis.
- Part time Timetable – acceptance that this can fluctuate as health fluctuates and always provide access to a full timetable when ready.
- Referral to the Lead Therapeutic Practitioner, for a in school therapy assessment.
- Mentor support in school, either through in class support or 1-1 sessions outside to specifically address transitioning back into class.

- Reading/Literacy Intervention
- Numeracy Intervention
- Short term support of work at home but always with transition back as the goal.
- Utilisation of external pupil support services e.g. Educational Psychologist, Communication & Autism Team.
- Input from FTB STICK Team.
- Schools collaborating with mental health professionals (e.g Forward Thinking Birmingham / SOLAR) to ensure that therapy sessions are focused on specific obstacles to engaging in class. This would be a collaboration over time.
- Application for an Education, Health and Care plan high needs funding is required to implement a support plan.
- Access Arrangements.
- 1:1 Teaching Assistant
- Friends Resilience Intervention.
- Early Help Assessment. Regular reviews with parents and professionals focused on small steps to support engagement.
- Request for support / Family Support Worker involvement initiated by school.
- In-year transfer or managed move to another mainstream provision.
- Cases to be discussed at schools' Multi Agency Professionals meeting prior to referral to JBA
- being made.

15.0 Outside Agencies

With the permission of parent and carers, outside agencies can become involved in assessing and supporting a pupil with SEND. These include:

- Pupil and School Support Service (Specially Qualified SEND Advisory Teachers from SENAR - Birmingham LA).
- The Educational Psychology Service (for advice on more complex cases and to support applications for an EHC Plans).
- Sensory Support Service.
Teacher of the deaf – for pupils with hearing impairment.
Vision Support Team – for pupils with a visual impairment.
- Communication and Autism Team - for pupils with a diagnosis of ASC.



- A Speech and Language Therapist – From the NHS to work in school to help pupils who have difficulty communicating.
- Physical Disability Support Service – We take advice for pupils with a physical disability from this team based at a local special school.
- Principal Officer from SENAR (Special Educational Needs Assessment and Review) – When a parent of a student with an EHC plan wants a change of provision or has a complaint then the Principal Officer can on occasion attend review meetings.
- Education Advisors from the Birmingham Virtual School – To give advice and guidance for all pupils in the care of the local authority.
- Social workers – Where a pupil with SEND is in the care of the Local Authority, the Social Worker regularly attends meetings at the Academy with carers and Academy staff.
- School nurse and other NHS professionals - When a pupil has health issues related to their special needs the school nurse will often help liaise with patients and health professionals.
- Forward Thinking Birmingham (FTB) - When a pupil has mental health needs professionals such as clinical psychologists will meet with Academy staff and parents to help plan appropriate support for the student.
- Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) – This is an independent branch of the LA that provides impartial advice to parents of pupils with SEND and we welcome their involvement should a parent choose to consult with them.

16.0 Complaints

In the first instance we hope that areas of disagreement can be considered and resolved in discussion with the SENCO.

If a parent or carer wishes to make a complaint, then they can follow JBAs complaint procedure published on the website and available in writing on request.

For pupils with EHC Plans, it is possible to make a complaint about SEND provision direct to the Principal Officer at SENAR (Special Educational Needs Assessment and Review) by phoning 0121 303 5489 or 0121 303 4175.

We would, however, recommend that it is better to first contact the Special Educational Needs & Disability Information, Advice and Support Service (SENDDIASS) as they can give impartial advice and even attend meetings with you to help resolve any differences. They have advisors who can speak several community languages and can be contacted Monday to Friday from 8:45 to 5pm at:



PO Box 16270
Birmingham
B2 2HN
Telephone: 0121 303 5004
Email: SENDdiass@birmingham.gov.uk

Please see James Brindley Academy's website for the SEND Information Report.

17.0 The Local Offer

Information about the provision of education for pupils with SEND can be found on the Birmingham city council's website at:

<https://www.birmingham.gov.uk/localoffer>

The nominated Trustee with responsibility for SEND is Claire Marshall, who will liaise with the Assistant Principal for Inclusion and Trustees on all matters relating to SEND.



Appendix 1: Supporting children with Social Emotional Mental Health needs

It is a primary aim of our academy that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all. The positive behaviour policy is therefore designed to support the way in which all members of the academy can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive, or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Foetal Alcohol Disorder or Attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

Children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation. In order to effectively support children, it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We recognise the needs of children with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not exhaustively, the [SEND code of practice](#), Equal Opportunities and Disability Rights ([Equality Act 2010](#)).

For effective provision for SEMH needs, we have Lead Practitioners in the following areas that receive specialist training and ensure our whole staff body are supported in the following areas:

- ADHD
- Autism
- Attachment
- Dyslexia
- Mental Health First Aid

- LGBTQ+
- SaLT (Speech & Language Therapy)

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You cannot always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Do not take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short-term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain
- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:

- Use of natural consequences rather than 'punishments'
- High Structure (Strong routines and boundaries) High nurture
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

Appendix 2: Examples of Support

Approach	What it looks like	Purpose
Regulation times	Access to: - A quiet area/member of staff - Outside area - Pastoral Managers Office - Physical / Sensory activities	Enable children to regulate before going into class before school/ after break/dinner etc.
Self-elected withdrawal	Pupils can ask teacher to leave the room to go to a specific place e.g. PM Office, etc. NB: Child may be angry – use limited talk or discussion. This is a strategy that has been discussed and planned for.	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.
Anger management groups	1 to 1 or small group work working with Pastoral Manager or other support staff trained in anger management. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Sensory assessment	Use of sensory checklist	To identify sensory needs and triggers in order to develop provision for that child.
Pastoral Manager/Key Worker Support	- In class support - Transition support from activities/ break etc. - Small 1 to1 or focus groups - Daily / regular check ins - targeted support in the playground - Pastoral Managers Office	Provide overall support for children's mental health and emotional needs in order to reduce anxiety.
Social and Emotional Support Plans	Formal written support plan written by Key Worker & parents	Identifies the emotional needs for the child and the actions needing to be taken by school in order to support their emotional needs.
Individual Targets	Short term targets for pupils to address a specific issue. Written with the pupil and usually reviewed at the end of each lesson/ break.	
In class amended provision	SEN boxes, stress balls, fidget toys, social stories, drawing pads, self withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the pupil e.g. Pupil working on floor rather than at a table.	To help children remain regulated for them to access learning.
External Support and or assessments	A range of support: Malachi (Emotional Health Support) ADHD Nurse School Nurse Forward Thinking Birmingham (Previously CAMHS) Educational Psychologist Communication and Autism Team Child Development Centre	To provide a range of assessments and support for more complex needs - including individual assessment and family support.

Appendix 2.1: Examples of Support

If a child is requiring significant support in the lesson and the teacher is unable to effectively continue the learning for the class another adult must be called for (usually Pastoral Manager or member of the Centre Management Team).

Examples of classroom approaches when dealing with behaviour

In class amended provision	Some minor support on more than one occasion	Needed support on a number of occasions (update support plans so adequate support is put in lesson e.g. seating plan/TA etc.)
Teacher response or actions	Re-focus child • Quiet word • Offer of support <i>"You okay, do you need anything?"</i> • Cue name <i>"James – all okay?"</i> • Nip in the bud: <i>"James, you're talking, and we are working quietly this lesson"</i>	Direct an adult or give extra support (staff presence for the child/containment) Wondering question: <i>"James, I am wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."</i> Distraction/ Redirection: <i>"James – please pop next door and ask and Miss if I can borrow a xxx – Thanks."</i> Name the need: <i>"You are very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week."</i> What do you need options: - Learning break - SEN Box - TA Support in class - go and see someone e.g. Pastoral Manager - work in a different place e.g. PM Room

Appendix 3: Thrive Approach Overview

An Overview of the support we offer in relation to The Thrive Approach



Appendix 4: PDR document

All Centres

PDR documents can be accessed on Arbor. All amendments to PDRs should be updated on Arbor.

Plan Do Review (PDR)

PDR Date	
PDR Present at Review	
Key Worker	
Previous School Attendance	
Reading Age	
Reading Age date tested	

SEN Band	
----------	--

Key Information

Trans Learner	
PDR Interests	
PDR Aspirations	
PDR Achievements & Progress	
PDR Learning Needs	
PDR Strengths and Challenges	

Strategies & Learning Targets

PDR Strategies, Teaching and Working Styles	
PDR Learning Target	
PDR Learning Target Strategies	
PDR Transition Target	
PDR Transition Target Strategies	

Wellbeing

Wellbeing Target	
Wellbeing Target Strategies	

Risk Assessment (indications of persons at risk)	
Risk Assessment (measures to reduce risk)	

Appendix 5: Education, Health and Care Plans (EHCPs)

An EHCP will normally be provided where, after a Statutory Assessment, SENAR considers the pupil requires provision which is beyond that which can be provided through an informal graduated response. However, the Academy recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

EHCPs are also a useful and effective tool for supporting pupils to access appropriate post-16 provision, where the support offered by a graduated approach from mainstream post-16 providers is unlikely to meet a pupil's needs. It has been found that pupils in this category without an EHCP are at high risk of becoming NEET (Not in Education, Employment or Training).

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The SENCO will organise these reviews and invite:

- The pupil's parent and pupil
- The key worker
- The Educational Psychologist (by appointment if change in need or complex)
- SENAR case worker
- Any other person the SENCO or parent/carer considers appropriate

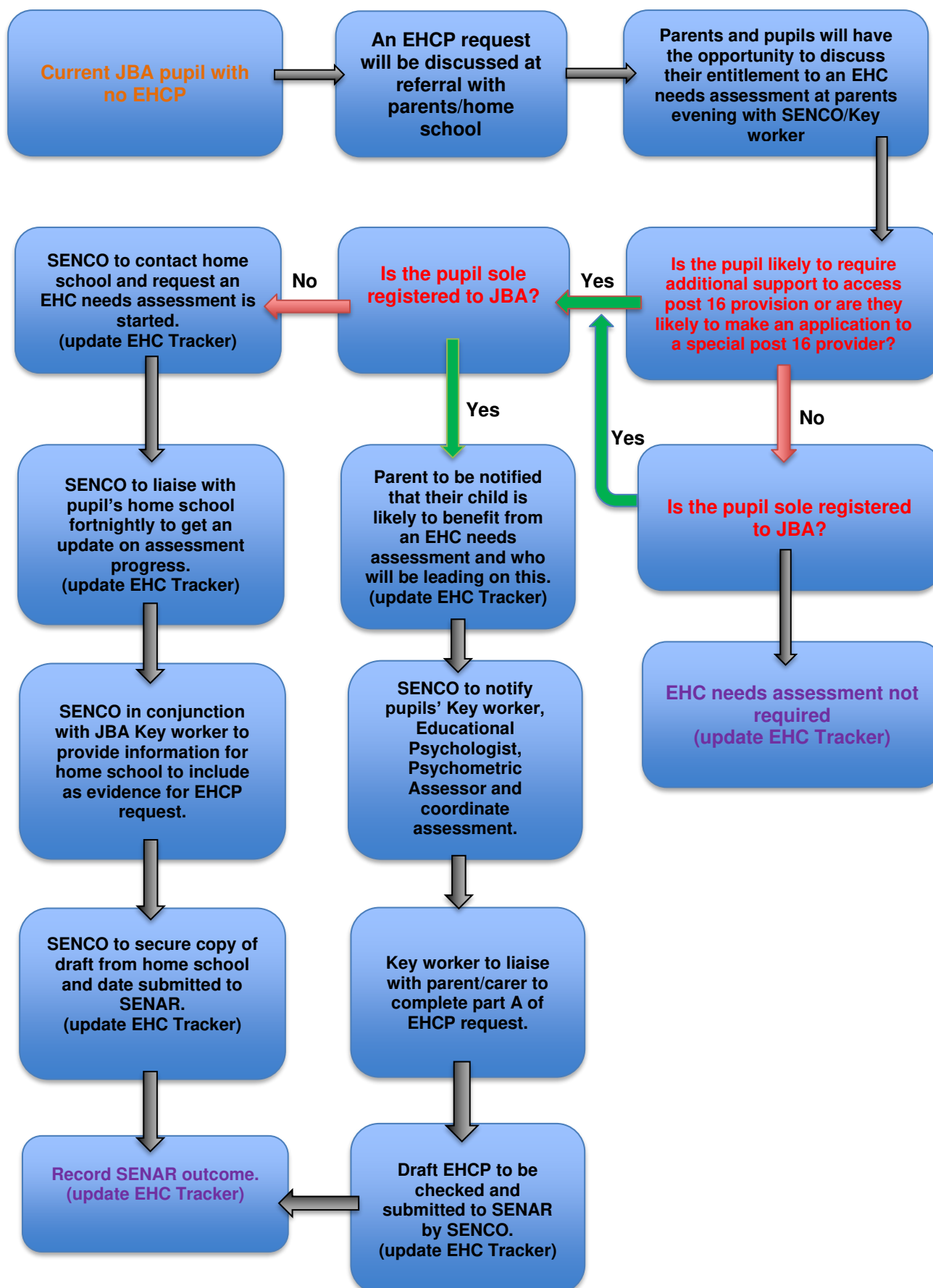
The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

When pupils are referred to Northfield and Parkway, the consideration of an EHCP application is discussed at referral. If it is deemed appropriate, the home school will lead this process, with the support of the JBA SENCO.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Appendix 6: Process for submitting an EHCP request



Appendix 7: Combined Support Plan – Teaching Centres

Medical Care & Pupil Support Plan											
Pupil Name:				Sector:				FSM			
Completed by staff:				Date Completed:				Form:			
Care											
Forward Thinking / Other Agencies Involved (Name & Number):											
Describe Condition and give details of individual symptoms:											
Daily Care requirement:											
Signs to look out for:											
Emergency Contacts:											
Environment											
Known sensory distractions or triggers											
Visual ☐	Auditory ☐	Touch ☐	Movement ☐	Proximity of peers ☐	Other ☐						
Visual Timetable ☐	Talk Time ☐	Time out cards ☐	Traffic light cards ☐	Social Story ☐	Headphones ☐						
Lunchtime club ☐	Lunch in own area ☐	Circle of friends ☐	Task Cards ☐	Mentor ☐	Timers ☐						
Fidgets ☐	Home School Book ☐	Pre-Tutoring ☐	Behaviour Plan ☐	Highlighting ☐	Care Plan ☐						
I need to be seated:						Access to a quiet room or area if required:					
Time out needed:						Number of Staff / pupil ratio:					
Individually taught:						Can work in whole class situations					
Emotional											
Accurate, realistic and positive self-concept	Choose an item.	Knows strengths, limitations and triggers	Choose an item.	Ability to make sense of life		Ability to develop peer relationships					
Listening skills	Choose an item.	Demonstrates feelings in appropriate manner	Choose an item.	Understands the links between thoughts, feelings and behaviour	Choose an item.	Managing to resist unhelpful impulses	Choose an item.				
Able to set goals and celebrate success	Choose an item.	Ability to monitor and evaluate own performance	Choose an item.	Demonstrates persistence	Choose an item.	Demonstrates resilience	Choose an item.				
Ability to break large steps into small steps	Choose an item.	Ability to balance self and solve interpersonal problems	Choose an item.	Communicating effectively	Choose an item.	Demonstrates empathy towards others	Choose an item.				
Behaviour											
Behaviour Objectives											
Triggers / Warning Signs						De-escalation Strategies					
Risk Assessment											
Risk of sexual exploitation or harm	Risk of absconding	Risk of fabricating illness	Risk of self-harm	Risk of damaging property	Risk of physical violence or attack	Risk of radicalisation	Risk of exploitative behaviours	Risk of abusive or hurtful remarks	e-safety risks	Substance Misuse	Fire Setting
Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐	Choose an item. ☐
Indications of persons at risk (eg. Females, young children)											
Measures to reduce risk:											
Other issues:											

Appendix 8: Ward Round Template – Willows

Date	Pupil Name:		Consultant:	
Completed by:	Ward:			
Weekly Risk Assessment	Yes (no change)	Yes (deterioration)	Yes (reduction)	None/Not known
Risk of suicide				
Risk of self-harm				
Risk of self-neglect				
Risk of harm from others				
Risk of harm / violence to others				
Risk of absconding				
Risk to child or children				
Forensic risk				
Current concern of substance misuse				
Current concern of accidents				
Risk associated with physical or medical condition				
Other (state in comment)				

Legal Status	Informal	Detained, Section 2	Detained, Section 3	Detained, Section 5 (2)
Observation Level	1	2	3	4
Bathroom Privacy	Full	None		Ajar
Leave	None	Grounds	Willows	Hours out
Supervision level with staff	Escorted (registered nurse)	Supported (CSW / MDT)	Accompanied (staff/student/parent/carer)	
Phase of Treatment	Assessment	Treatment	Discharge Planning	
Teaching Location	Ward	Willows	Combination of Ward & Willows	
Medication Changes				
Notes				
PDR Targets: Highlight any changes				
1.	Transition Target			
2.	Learning Target including expected number of lessons to attend this week			
3.	Wellbeing Target			

Appendix 9: Transition Support Package

Universal Offer

The offer available to all of our students

- Assemblies by key members of staff
- Sector booklet, including photos of sites and staff
- Careers programme from Y7 – 11 working towards Gatsby Benchmarks
- Referral meeting with member of Sector Management team
- Induction with Pastoral manager
- Transition fortnight – as well as pre-visits prior to transition
- Access to James Brindley specific careers fair
- Transfer of information from key worker to key worker, including one page profiles and detailed support plans
- Access to a well being pathway, including Life Skills lessons and access to work experience
- STEPS booklets: careers programme from Y7 – 13
- Careers day: focus on exploring careers and future options including visits, talks and workshops
- Local and national labour market information incorporated into CEIAG programme
- Careers professional to attend all PDR meetings and EHCP reviews from Y9 onwards and presence at parents' evenings
- Updated information about: Future opportunities, College open days, Specialist provision
- Career websites: UCAS Explore Jobs, icould, National Apprenticeship Insight into visits...Hospitality, Finance, Engineering, NHS
- Group visits to colleges, universities and places of work
- Post exam fortnight of transition activities
- Residential Buddy system (transition ambassadors)

Universal Plus Offer

Everything included in Universal Offer as well as...

- Holiday club
- The Rep - drama based intervention exploring identity and transition
- Individual support in visiting future post 16 providers/between centres of JB
- Access to relaxation/mindfulness sessions
- Lead practitioners to work with key pupils e.g. ASC, Attachment
- Personal guidance: one to one career guidance at points of transition and throughout Y9, 10 and 11
- Support in completing applications and interview preparation

Additional Offer

In addition to both the Offers above

- Friends Resilience group
- Phased timetable Transition/Nurture group
- Pastoral managers/Attendance officer home visits during last week of summer holidays
- School to support applications to Travel Assist
- Individual meetings with parents and carers to offer support and advice
- Key workers working with other professionals involved to produce joint plans, via early help assessments and Our Family Plans

Complex / Significant Offer

In addition all of the Offers above

- Individual sessions with Mental Health Practitioner/Counsellor
- Educational Psychologist targeted sessions
- CAT targeted sessions
- Key workers working with young person and other professionals involved to produce joint transition plans, via CIN and CP plans

***ALL INFORMATION INCLUDED IN THIS DOCUMENT WAS TRUE AT TIME OF WRITING (SEPTEMBER 2023)**

Working with SEN pupils at Dovedale



Dovedale is a teaching centre educating up to 81 pupils between Year 5 and Year 11, with a primary need of Autism. All pupils have an EHCP.

At Key Stage 3, pupils are grouped using a 'stage, not age' model. All pupils have 'base classrooms' where the majority of their lessons are taught, although they do branch out for physical and practical subjects.

Class sizes are no larger than 10 pupils and all classes are allocated a Teaching Assistant to support learning.

In addition to this, pupils with more complex needs are assessed by the Centre Management Team and they may have access to additional interventions with mentors and the school's Lead Therapeutic Practitioner, Thrive practitioners, HLTAs and the Intervention Lead.

There is no uniform at Dovedale and pupils can wear their own clothes. Pupils may need to wear hats, coats, and hoodies inside due to their anxiety or sensory needs.



Challenges

In addition to Autism, some pupils have additional special educational needs. Some of which include: ADHD, Dyslexia, Hypermobility, Tourette's Syndrome, Anxiety and other Social, Emotional and Mental Health needs and more.

All pupils attending Dovedale will have some degree of difficulty with social interaction and this can sometimes pose as a challenge for unfamiliar staff. A relational and calm approach with pupils is imperative for successful interaction with them.

Most pupils at Dovedale will also experience difficulties in sensory regulation and managing emotions in a controlled way. In these instances it is important that adults apply Emotion Coaching to best support them.

All pupils have their own personalised and bespoke strategies sheets, which they have designed themselves. It's important to familiarise yourself with these as soon as possible. Some pupils will require reminders to apply their strategies.

Top tips when working at Dovedale



The relational approach is key - get to know the pupil

01

Make it your priority to get to know the pupils you are working with. Take an interest in what they enjoy and make sure you are actively listening to their views and aspirations.

If you can offer conversation on a topic of interest, you are already starting well!



Be mindful of previous experiences

02

Most Dovedale pupils have had traumatic experiences in mainstream schools, so they take time to build trust with new adults.

Remember, their behavior often signals that something is wrong. Work with them to resolve issues, and if extra support is needed, use the classroom buzzer to contact the pastoral team.

Top tips when working at Dovedale



Get to know a pupil's triggers 03

The more aware you are of a pupil's triggers the more effective you can be at avoiding situations that could cause them distress. If you observe a pupils starting to show signs of dysregulation, attempt to distract or offer a time-out to support.



Get to know a pupil's individual strategies 04

Pupils have all designed their own strategies sheets which will be available to view at the front of their exercise books. Further detail and information can be accessed on Arbor or from staff. Pupils also have access to their own regulation resources in their strategy drawers in their base class.



Your language and response to a pupil who is dysregulated is key 05

Remain calm, consider the tone/volume of your voice as well as your facial expressions and refer to PACE.

Introduce yourself to parents/carers early on. Make positive phone calls home and involve parents in conversations about behaviour and support regularly.



Adopt an unconditional positive regard 06

Every day is a new day and it's important that pupils know we don't hold grudges or sanction behaviour that has already received a consequence. Seek support from the pastoral team and ask if a mediation can be held if you feel there are ruptures in your relationship with a pupil. It can help if you are able to admit to your own mistakes.



You won't always have the answers 07

Utilise a pupil's trusted adults if you feel your approach is not effective. Swap in with another staff member if you need time to regulate your own emotions in a difficult situation. Remember that sometimes we may also be a trigger for the pupil and staying around may be escalating things more.



Establish boundaries and consistency 08

Make sure your expectations are clear and routines are followed. If changes occur, make sure pupils have appropriate time to process this information where possible.

The more consistent and predictable you are, the better pupils will manage.

Working with SEN pupils at Parkway

James Brindley

Within Parkway, the full-time Teaching Centre provision caters for up to 106 young people across Years 10 and 11 who have not been able to access their mainstream schools for reasons relating to their Social, Emotional or Mental Health (SEMH) needs. Many young people have a range of complex needs, and our therapeutic approach supports learners to engage in their learning.

Small classes, of no more than 12 pupils allow for bespoke learning pathways, tailoring learning to individual pupil's abilities, interests and needs.

There is the opportunity to really get to know pupils and develop positive and supportive relationships with our pupils and make a huge difference in their lives.



Challenges

Our team at Parkway are friendly and supportive and always go out of their way to support staff. We celebrate well-being Wednesday as a team.

Most of the pupils have anxiety and depression, but all students also have a SEN need (diagnosed or emerging) that also needs to be met. Communication difficulties are common. Other diagnoses include Autism, ADHD, Attachment Difficulties, Dyslexia, Dyspraxia and Personality Disorders. Our approach to supporting pupils is based on a positive behaviour strategy so we expect our approach to look very different to mainstream. We take an individualised approach to managing behaviour.

Top tips when working at Parkway



Behaviour policy

01

We have a system which rewards engagement (VIP system) and we will ensure you understand this and how it works before you must utilise it. The pupils are here because mainstream approach has not worked so our ethos is based in emotion coaching and the THRIVE approach to support them. Our approach is based on restorative practice and ensuring pupils have the opportunity to reflect and learn when they have challenges.



Be mindful of stage and age

02

There is a balance to be struck at Parkway. All our pupils are in Years 10 and 11 and so will be transitioning to post-16 provisions in the immediate future. However, because of previous missed education, trauma, and the impact of their diagnosis they often display traits that are not 'age appropriate.' The pupils at Parkway require high expectations appropriate for their age and future aspirations, whilst an understanding of the barriers they face.

Top tips when working at Parkway



Make use of PACE and have fun 03

All our young people are at PKW because attending a mainstream setting is no longer viable. It is important that we seek to understand them. Use of a good sense of humour will make this much easier, and they are more likely to co-operate with you.



When teaching, give one instruction at a time 04

When teaching next time stop and consider how many instructions you give at once, and how little time pupils have to process them and respond. With so many communication needs including autism, many of our young people struggle with comprehension.



Check comprehension often 05

This does not mean asking "Do you understand?". Pupils will always say "yes", but that does not evidence understanding. Use questioning techniques to get clearer confirmation from the young people that they have understood what you are asking.



Ask questions 06

If you are not sure about the presentation of a pupil and what your approach should be ask one of our staff. Our pupils have a diverse range of needs and support strategies, and it can be a challenge to remember them when starting. All pupils will have a "Key worker" who will know them well and will be updating their support plan termly.



Regularly review pupil PDRs 07

PDRs contain helpful information for your teaching. This can include teaching strategies and targets, areas of focus, and a summary of their needs. Only by having a good overview of the PDR can you properly prepare to teach the young people.



Use Arbor 08

Arbor is the school's daily admin IT system. All support plans, registers, plan-do-reviews, strategies, academics attainments, risk assessment and medical needs is stored on this system. We will support you in accessing this system and will make time to ensure that you understand the system and can access it. If you are not sure the team is here to support you.

Working with SEN pupils at Northfield

James Brindley

At James Brindley Northfield, we cater for up to 54 young people in Years 7-9 who haven't been able to access their mainstream schools for reasons relating to their Social, Emotional, or Mental Health (SEMH) needs. Smaller class sizes allow for bespoke learning pathways, tailoring learning to individual pupils' abilities, interests, and needs. We offer pupils the opportunity to re-engage with education through the National Curriculum.

Pupils are supported to catch up and make progress based on assessments from their home schools and robust baseline diagnostics, aiming to reduce the impact of their medical conditions on their educational outcomes.

Northfield KS3 Centre provision seeks to build pupil resilience so that they can transition back to mainstream or to appropriate KS4 provision.



Challenges

Our pupils have a wide range of social, emotional mental health needs and often also have learning needs which need to be supported.

Many of our pupils have communication difficulties- with autism being the most common diagnosis. Other common diagnoses include ADHD, attachment difficulties, dyslexia, selective speaking, PDA and ODD.

Our pupils often will have had a negative experience in mainstream provision and our aim is to meet their needs so they can progress emotionally and educationally.

Top tips when working at Northfield



Build a relationship with our pupils

01

Our approach to supporting pupils is relational and it is essential that you get to know them and vice versa. Do not be afraid to let the pupils know who you are and build a relationship when you meet them. Our success is based on this positive, relational approach.



When teaching, give one instruction at a time.

02

Our pupils will often find processing information challenging so it really helps then to break instructions down into manageable chunks. We have small classes to enable us to support this need and if pupils do not understand what is needed, we are available to support.

Top tips when working at Northfield



Make use of PACE and have fun 03

All our pupils find coming into school challenging and need a supportive, emotion coaching aware approach. We need to understand them and when they are struggling and be calm and reflective. A good sense of humour and an understanding nature gives pupils the security to be themselves.



Personalise their learning. 04

With small classes we can personalise approaches for our pupils as much as possible. We use task cards, time-out cards, timers, fidgets, overlays, emotional regulation cards among many other supportive strategies to give our pupils the best possibility of making the progress they are capable of.



Ask plenty of questions! 05

With such a diverse cohort there will often be pupil's conditions or presentation you have never worked with before. While, from the pupil joining there is extensive documentation available, if unsure of what is needed, ask colleagues. There is SENCo support and daily briefing slots where it is actively encouraged that staff bring in queries. No one knows everything and as a team we are there to support each other.



Know the Safeguarding procedures 06

Make yourself aware of the Safeguarding procedures and who the Designated Safeguarding Lead is on site. Remember that safeguarding is all our responsibility and as stated before if you're not sure ask a colleague.



Regularly review student PDRs 07

Student PDRs contain the information needed to ensure our pupils get the support they need. They include strategies and termly targets, reading age assessments, areas of focus and a summary of their needs. These are a great starting place to understanding your pupils and it is important you make time to read these. All this information is stored centrally on Arbor and is easily accessible ensuring we all know how to support our pupils.



Use the THRIVE approach to behaviour 08

The pupils are here because mainstream behaviour management has not worked, so our ethos is based in emotion coaching and the THRIVE approach to supporting them. Our approach is based on restorative practice and ensuring pupils could reflect and learn when they have challenges. We see behaviour as the way that pupils are communicating their needs, and we look to respond to this in a proactive supportive way.

Working with SEN pupils at Willows



Willows provides education to young people who are patients at the Parkview Clinic. There are three wards: Irwin Ward, where patients all have a diagnosed Eating Disorder, General Adolescent Ward (GAU) and the Ashfield Ward, where patients have complex mental health needs. Pupils are either taught on the wards or at the Willows teaching centre, which is located on the same site, down a short path from the clinic.



Challenges

The patients at Willows have a wide variety of needs and presentations, from very able highly achieving young people to those who have significant learning needs and may be working significant below age related expectations. The young people also experience co-morbid conditions which are all taken into account when preparing for and delivering lessons. Many of the young people have been sectioned under the Mental Health Act; therefore a daily review of their risk assessment is carried out in order to assess whether they can come over to the Willows Centre or are taught on the wards.

Top tips when working at Willows



Strategies to Support Teaching and Learning

01

Home schools will be contacted to request information regarding their pupil's point of learning. This enables us to continue their education in order to minimise gaps in learning and improve transition back after discharge. This information will be kept on Arbor which is accessible by all staff at Willows. Some young people are admitted without a named home school. In these circumstances, we provide education utilising the James Brindley Academy curriculum.



Strategies to Support Wellbeing

02

When the young people are admitted to the clinic, they have generally reached a crisis point. Therefore, they are mostly very anxious and their mental health is poor. The staff at Willows work hard to support the young people to feel safe and build relationships with them; utilising PACE (Playful, Accepting, Curious, Empathy) and the Thrive VRFs (Attune, Validate, Contain, Regulate).



Plan, Do, Reviews

03

At Willows, the young people have a 6 weekly CPA (Care Planning Approach) meeting, led by the clinic. The key worker will attend their key pupil's CPA where updates regarding health, education and social care are shared between key professionals. The key worker will also update their PDR (Plan, Do, Review), which is held on Arbor. This lists the pupils targets, strategies and learning needs. All staff should be aware of this information for all pupils.

Top tips when working at Willows

James Brindley



Location of lessons

04

A ward round takes place weekly for each ward. From this we gain an update regarding the risk assessment of each young person. This informs us to know whether the young person is suitable to be taught on the ward or at Willows. The young people must have a period of 24 hours risk free in order to be able to attend Willows.



Learning Needs

05

When a young person is admitted, they spend the first few weeks being assessed. In that time, we find out if they have any diagnosed conditions which will affect their learning. The most common are Autism and ADHD. Other medical conditions will also impact their learning, such as a diagnosed Eating Disorder, Psychosis, Schizoaffective Disorder, as well as the impact of associated medications.



Teaching Timetable

06

Key workers agree the timetable with their key pupils and this is then uploaded onto Arbor. We support the pupils to access as much of the timetable as possible.

Personalised timetables are often used for KS5 pupils or those who are too unwell to follow a full timetable. It also must be taken into account when they have appointments with other professionals on the unit or are participating in DBT (Dialectic Behaviour Therapy), which takes place on Tuesday and Thursday afternoons.



Personalised Learning

07

Lessons at Willows are either ward based, or key stage based. Due to this, a wide range of needs sometimes needs to be catered for within one lesson. It is helpful for each pupil to have a 'task card' which identifies learning objectives, success criteria and a task list. This will support delivery of different learning objectives simultaneously.



Retrieval Practise

08

Many of the conditions associated with the young people attending Willows, impacts their cognitive functioning, including memory and retrieval. Therefore, it is essential that staff both take this into account when assessing prior learning, as well as consistently building skills to support improvements.



Be mindful of previous experiences

09

It is important to understand the young person's previous experience of school. Some have not attended for some time and may be reluctant to engage. Our philosophy at Willows is to keep trying and that it's never too late to start to engage in education. Our focus is on supporting the young person to access the next stage of education post discharge by building knowledge, resilience and confidence.

Working with SEN pupils at Newbridge

James Brindley

Schoen Clinic Newbridge offers specialist care and treatment for up to 32 young people diagnosed with an eating disorder. Young people are generally receiving inpatient care as their needs can no longer be met in the community.

Comorbidity – the majority of pupils at Newbridge have received a diagnosis for another mental health condition, for example OCD, anxiety, depression. It is important to have an understanding of each pupil's diagnoses and the likely impact on engagement with learning / education in general.



Challenges

Not all pupils at Newbridge have a diagnosis of anorexia nervosa. Other eating disorders, such as ARFID, are becoming increasingly prevalent. It is important to have a good understanding of the typical presentations associated with different types of disordered eating.

Some pupils struggle to manage intrusive ED thoughts, this can result in behaviours such as excessive / micro exercise, 'water loading', secreting food etc. Many pupils with an eating disorder find it difficult to manage the academic pressures associated with school. Some pupils are 'perfectionists' and will strive to meet / exceed the academic targets set.

Top tips when working at Newbridge

Strategies to Support Teaching and Learning

01

It is important for teachers to gain a good understanding and overview of each pupil's education history / background. Some pupils have missed considerable amounts of schooling as a result of poor health. This knowledge will help to inform planning and support teachers when prioritising curriculum content and delivery.



Strategies to Support Teaching and Learning

02

When pupils first start lessons, it is likely that their physical health has been severely compromised and cognitive functions are therefore impaired. As such, pupils can struggle to focus for sustained periods and may find it difficult to retain and recall information. Teachers will therefore need to take this into account when planning.

Top tips when working at Newbridge



Strategies to Support Teaching and Learning 03

Pupils may find certain points in the day difficult, for example lessons that follow mealtimes (1, 2 & 4). Key teachers will work with pupils to identify strategies to support engagement at these times. It's therefore important that all teachers refer to, and utilise, the strategies listed in PDRs and Support Plans.



Strategies to Support Teaching and Learning 04

Personalise their learning. Where appropriate, lessons should be rooted in home school schemes of work. Pupils respond well to structured lessons with clear learning aims and task lists.



Strategies to Support Wellbeing 05

Access handovers and 'huddle meetings'. Information about the previous day is handed over and shared daily. By attending these meetings, you are more likely to be prepared and will be aware of any risks associated with working with certain individuals.



Strategies to Support Wellbeing 06

Teachers should refer to individual support plans for guidance on strategies and interventions to support wellbeing.



Strategies to Support Wellbeing 07

Support pupils to access as much of their timetable as possible when they are able to do so. Where a pupil has a reduced timetable, this has been agreed in conjunction with the pupil's key teacher and their key teacher.



Strategies to Support Wellbeing 08

Seek guidance and advice from the wider MDT when pupils are struggling to engage. Nurses and Healthcare Assistants are on hand to support throughout the day.

Working with SEN pupils at Ardenleigh

James Brindley 

Within Ardenleigh, the medium secure unit caters for pupils that have committed a crime and are going through the justice system. They are held under section at Ardenleigh rather than in prison as it has been deemed there are significant contributions from mental health that is causing their presentation. Within low secure, the young people have also been sectioned – deemed to be a danger to themselves and/or others due to their behaviour.



Challenges

Anxiety and depression are common on both wards due to the life situations that the young people find themselves in, but almost all students also have a SEN need (diagnosed or suspected) that also needs to be met. All young people have experienced trauma and ACES which can make diagnosing neurodiversity more complex.

Communication difficulties are common – with autism being the most common diagnosis. Other common diagnoses include ADHD, attachment difficulties, dyslexia, dyspraxia, personality disorders and psychosis.

Top tips when working at Ardenleigh

1 When teaching, it is good practice to give one instruction at the time. 01

When teaching next time stop and consider how many instructions you give at once, and how little time young people (YP) have to process them and respond. With so many communication needs and heavy SALT involvement, many of our YP struggle with comprehension.

✓ Check comprehension often. 02

This does not mean asking "Do you understand?". Young people will always say "yes", but that does not evidence understanding. Use questioning techniques to get clearer confirmation that they have understood what you are asking.

Top tips when working at Ardenleigh



03 Make use of PACE and keep atmosphere light.

All our young people are under significant pressure and facing life changing circumstances. It is important that we seek to understand them. Use of a good sense of humour will make this much easier, and they are more likely to co-operate with you.



04 Personalise their learning.

With such a small cohort we should be looking to personalise things for them as much as possible. Use task cards, short term plans and other resources to map their learning journeys with them and help them meet their goals.



05 Ask plenty of questions!

At Ardenleigh, there are no irrelevant questions. With so many security restrictions it is essential that you ask questions to ensure you are maintaining the safety of all staff and YP in the room. If you are unsure of individual restrictions, the centre admin holds the central risk assessment for all YP.



06 Utilise ward staff.

The ward staff are the experts about the YP as they spend large amounts of time with them. They will be best placed to answer questions or allay concerns when you are teaching them.



07 Attend Huddle meetings

Handover takes place every morning from the night staff. This is vital information that will often tell us how the day is likely to go for each YP. It also includes all therapeutic appointments for the day. By attending these meetings, you can prepare effectively for the day.



08 Regularly review student PDRs

PDRs contain helpful information for your teaching. This can include teaching strategies and targets, areas of focus, and a summary of their needs. Only by having a good overview of the PDR can you properly prepare to teach the YP.

Working with SEN pupils at Hospitals and Hospitals STP

James Brindley

James Brindley Academy provide education for any children and young people from EYFS to Post-16 whilst they are receiving inpatient care. We are one of the largest hospital schools in the world and have a team of dedicated teaching staff who aim to minimise the impact of a stay in hospital on a child's education. We have staff based in a range of locations across Birmingham. Our staff are available to deliver lessons at the bedside for children who are inpatient for more than three school days, or five days for Post-16 pupils.

We also provide short term education for children and young people who are unable to attend their mainstream or special school by reason of their medical needs. Staff work closely with parents/carers to provide this education and liaise with professionals using a Thrive approach.



Challenges

Children and young people present with a variety of conditions, including mental health needs. Planning your lessons will vary depending on short term or long term stay. Working with our children and young people will need flexibility in your approach as you may have to adapt your teaching style at short notice. Staff will deliver lessons on the ward and may need to liaise with the nursing team to provide the best outcomes and challenges. The wards are busy environments where treatment is ongoing and therefore this can present for a challenging environment.

Top tips when working at STP Hospitals



Strategies to Support Teaching and Learning

01

Find out some information about the pupil/ first this gives you a connection and a 'way in'. Tell them something that interests you too or even bring a few picture prompts that are all about you and your likes/dislikes.



Strategies to Support Teaching and Learning

02

Approach the pupil with a smile and a friendly face no matter how you are feeling. Say, 'Hi, I have come to do some...'; not 'Would you like to do some...?' Pupils in the hospital or at home can often feel too unwell or dysregulated and will often say no if asked the question but once they begin a session can feel much happier and begin to enjoy it.

Top tips when working at STP



Strategies to Support Teaching and Learning 03

Provide talking frames as a precursor to writing frames:

<https://www.theliteracyplace.com/resources/all>

<https://www.activityvillage.co.uk/writing-frames>

Give time to think about new information.



Strategies to Support Teaching and Learning 04

Check for understanding by asking a pupil to put in their own words what they need to do. When asked if they understand a pupil will often just say, 'Yes'.

Pre-teach the vocabulary required to enhance the understanding of text or topic. Make pictures and visual prompts available to support learning.



Strategies to Support Teaching and Learning 05

Use advance organizers and teach pupils how to use them. For example, KWL (What I Know, What I Want to Know, What I Learned) is a graphic organizer that helps pupils focus on what is to be learned. This tool activates prior knowledge, helps generate questions to explore and then assists pupils to connect what they learn to what they already know.



Strategies to Support Teaching and Learning 06

Scaffold writing by providing frameworks, prompt sheets and templates for structure and content: this could include sentence starters, sequential phrases, questions, key words. Provide for all genres of writing.



Strategies to Support Wellbeing 07

Choose activities related to a pupil's area of interest, this is more motivating to them. Seek guidance and advice from the SENCO when pupils are struggling to engage. The pupil's named nurse is on hand to support with engagement and encouragement.



Strategies to Support Wellbeing 08

Check in with the nurse to get more information or the therapy team (OT, Physio, SALT, psychology) to find out how to link teaching in with what is already happening for the young person.

Strategies



Time-Out Card / Timers

01

Time-out cards are for pupils who become overwhelmed but cannot verbally communicate how they are feeling and need to have access to a quiet space.

Timers - Pupils are supported by offering a timer so they can monitor how they long have been out. Timers will be available in classrooms or some pupils will have access to their own timer.



Overlays to support pupils with dyslexia

02

Coloured overlays are sheets of translucent or transparent coloured plastic that can be placed over a page of a book so as to colour the text beneath without interfering with its clarity. What do they do? Coloured overlays reduce the perceptual distortions of text that children sometimes describe.



Sensory Cushions

03

These are available and often are allocated to individual pupils to take from lesson to lesson. These sensory cushions, regardless of shape, are all designed to be filled with air. This creates a moving surface for the child to sit on. The idea is that this movement (or vestibular input) will help to keep the child more alert.



Fidget Equipment

04

Often used to support our pupils with ADHD or those that can become dysregulated and need an outlet to help self-soothe. Essentially, fidgets are intended to help pupils do two primary things: regulate and concentrate. Fidgets can provide an easy and accessible way to help self-regulate or concentrate by providing auditory, visual and/or tactile input.



Emotional Regulation Cards

05

Used to support pupils who find it difficult to speak about their emotions. Emotions Regulation Cards support students in finding ways to regulate when they are feeling too angry, sad or worried and to identify how they are feeling. This can be used to support pupils to identify where they are to staff and often then to access a safe space.



Safe Space

06

Safe spaces are often identified for our pupils on their PDRs to help those suffering from intense levels of stress or trauma – as much of our cohort have. A safe space is identified where the pupils feel they can regulate, and all staff understand that this is their strategy. Often pupils will identify the THRIVE sensory room as an area to support them at these times.

Appendix 11: SEND Offer



What we offer:
Dovedale

think
differently

Universal Offer

The offer available to all of our students

- 2 onsite DSLs • Small class sizes up to 8/9 pupils • Teaching assistant support • Supported transition packages • Sensory room
- Access to SEN boxes in every classroom • Safe places in school to go to when in crisis • Key Worker and Pastoral Manager support
 - Key workers work closely with all other professionals (e.g. FTB, FSW, SW)
 - Positive behaviour and reward policy which recognises individual pupil need
- Regular Review Meetings (PDRs) with parent/carer, pupil and multi-agency professionals
 - Annual EHCP reviews with parent/carer, pupil and multi-agency professionals
- Bespoke support plans with known interventions, on an 'assess, plan, do, review' cycle
- All staff receive cycle of training, including ASC, attachment aware, mental health & emotional coaching
- ASC and Attachment friendly environment Psychometric assessment (WRAT) to support identification of SEN needs

ALL PUPILS: In addition, there will be SUPPORT THROUGH THE CURRICULUM/LEARNING OFFER including:

- Well-being sessions at the start of each day, to reduce anxieties and maximise coping strategies
 - Lessons through Growth Mindset approach, to drive motivation and achievement.
 - Skills and training including travel training, life skills and links with CEIAG
- UNICEF RRSA to develop acceptance of difference and diversity and offer a strong moral compass.
 - Well-being and personal development syllabus to facilitate and embed the Thrive approach
- Wellbeing Wednesday afternoon, offering a wide range of additional opportunities and development of skills
 - Careers engagement officer meets with all individuals and families to support transition
 - Differentiation and personalization within lessons to meet the needs of all pupils

Universal Plus Offer

Everything included in Universal Offer as well as...

- Pastoral team (Pastoral Managers and Attendance Officer) that supports individuals and families
- Referrals made to Forward Thinking Birmingham (FTB) • Early help referrals and safeguarding referrals made to CASS
 - Thrive screening tool to baseline all pupils in their emotional wellbeing
- Teaching Assistants offer additional interventions to support & build the resilience of pupils
- 'Champions' in key areas of Mental Health, Dyslexia, Autism and Attachment who offer interventions and support to staff

Additional Offer

In addition to both the Offers above

- Referral to external pupil support services e.g. Educational Psychologist, 'Communication & Autism Team' and School Nurse Services
- Pastoral managers offer targeted interventions • Attendance officer offers targeted interventions • Targeted use of additional funding
 - Trained TAs carry out targeted interventions • Early help assessment completed by pastoral team
 - Thrive interventions carried out by specialist • Interventions with Mentors

Complex / Significant Offer

In addition all of the Offers above

- Multi-agency meetings inform staff to enable inclusion of all young people
- DSLs attend CIN and CP meetings to inform safeguarding the YP at school
- Flexible, personalised part-time timetable (short-term) to meet fluctuating health needs and reviewed regularly
 - to provide access to a full timetable ASAP (with health professional support)
- Application and targeted use of ESN (Exception Special Needs) Funding • Day 1 safe-guarding visits for LAC, CP and CIN

***ALL INFORMATION INCLUDED IN THIS DOCUMENT WAS TRUE AT TIME OF WRITING (SEPTEMBER 2023)**

Universal Offer

The offer available to all of our students

- 2 Designated Safeguarding Leads
- Small Class Sizes - Maximum 12
- Teaching assistants available for support
- Supported transition packages
- Safe places in school to go to when in crisis
- Mental Health Practitioner (MHP) presence and access on site
 - Key Worker, Pastoral Manager and Attendance officer support
- Key workers work closely with all other professionals (e.g. FTB, FSW, SW)
- Positive behaviour and reward policy which recognises individual pupil need
- Regular Review Meetings (PDRs) with parent/carer, pupil and multi-agency professionals
- Bespoke support plan with evidence-based interventions, on an 'assess, plan, do, review' cycle. Access to sensory items
- All staff receive cycle of training, including ASC, attachment aware (TIAAS), mental health & emotional coaching
 - ASC and Attachment friendly environment

ALL PUPILS: In addition, there will be SUPPORT THROUGH THE CURRICULUM/LEARNING OFFER including:

- Wellbeing sessions at the start of each day, to reduce anxieties and maximise coping strategies.
- Lessons delivered through Growth Mindset approach, to drive motivation and achievement.
 - Skills and training including travel training, life skills and links with CEIAG
 - Across team specialisms, actions and support using research evidence
- UNICEF RRSA to develop acceptance of difference and diversity and offer a strong moral compass
 - Well-being and personal development syllabus to facilitate and embed the Thrive approach
- Wellbeing Wednesday afternoon, offering a wide range of additional opportunities and development of skills
 - Careers engagement officer meets with all individuals and families to support transition
 - Differentiation and personalization within lessons to meet the needs of all pupils

Universal Plus Offer

Everything included in Universal Offer as well as...

- Mental Health Practitioner (MHP) assessment with identified pupils
- Pastoral team (Pastoral Managers and Attendance Officer) that supports individuals and families
 - Referrals made to Forward Thinking Birmingham (FTB)
- Early help referrals and safeguarding referrals made to CASS (Children's Advice Services)
 - Thrive screening tool to baseline all pupils in their emotional wellbeing
- Teaching Assistants offer additional interventions to support & build the resilience of pupils
 - 'Champions' in key areas of Mental Health, Autism and Attachment
 - Psychometric assessments to support identification of SEN needs
 - SEND support provision plans for identified pupils

Additional Offer

In addition to both the Offers above

- Referral to external pupil support services e.g. Educational Psychologist, Communication & Autism Team, School Nurse Service
 - Application for an Education, Health & Care Plan (EHCP), followed by Annual Reviews
- Pastoral managers offer targeted interventions
- Attendance officer offers targeted interventions
- Targeted use of additional funding
 - Trained TAs carry out targeted interventions
 - Early help assessment completed by pastoral team
- Thrive interventions carried out by specialist
- Interventions with Mentors
- MHP one to one interventions
- Proven expertise of teaching chronically

Complex / Significant Offer

In addition all of the Offers above

- Multi-agency meetings inform staff to enable inclusion of all young people
- DSLs attend CIN and CP meetings to inform safeguarding the Young People at school
- Flexible, personalised parttime timetable (short-term) to meet fluctuating health needs which would be reviewed regularly – to provide access to a full timetable ASAP (with health professional support)
 - Applied for

*ALL INFORMATION INCLUDED IN THIS DOCUMENT WAS TRUE AT TIME OF WRITING (SEPTEMBER 2023)

Universal Offer

The offer available to all of our students

- One onsite DSL • Small class sizes in the teaching rooms, Primary and Secondary • Teaching assistant support
- Sensory room at BCH • Access to SEN resources in all classrooms, which are also available for ward based teaching
- Positive recognition of improved effort and/or achievement, through Reward System
- Regular Review Meetings with parent/carer for long term patients, pupil and multi-agency professionals to inform on teaching plans: focused on physical and cognitive needs to support engagement.
- Teaching Assistants also offer additional interventions to support & build the resilience of pupils.

ALL PUPILS: In addition, there will be **SUPPORT THROUGH THE CURRICULUM/LEARNING OFFER** including:

- When appropriate, lessons to develop Growth Mindset, to drive motivation and achievement.
- Enhanced awareness by all staff due to excellent Mental and Physical Health CPD e.g. 'Attachment' Behaviour, Autism and PMLD training.
- Effective, known strategies, proven through evidence-based research of best practice, gained in specialist training.
- Plus 'Lead Practitioners' in key areas of Special Educational Needs including, Dyslexia and PMLD.
- UNICEF RRSA to develop acceptance of difference and diversity and offer a strong moral compass.
- PSHE and SRE syllabus to facilitate embedding good mental health into all aspects of school life - and support schools in engaging parents/carers.
- 'Emotion Coaching' ethos for pupils, parents and staff across the provision. • A multi-disciplinary team that supports individuals and families.

Universal Plus Offer

Everything included in Universal Offer as well as...

- Skilled staff assigned to offer support to pupils, in class or on the Ward, who may require special Educational support.
- Identification of special Educational needs through Assessments by In house specialist Assessor.
- Thrive screening tool to baseline pupils in their emotional wellbeing

Additional Offer

In addition to both the Offers above

- Utilisation of external pupil support services through home school liaison. e.g. Educational Psychologist, 'Communication & Autism Team' and School Nurse Services.
- Supporting the application for an Education, Health & Care Plan (EHCP)
- Targeted use of additional funding through liaison with Home schools to maximise benefit.
- Family support involvement, Initiated by the home school, with our support

Complex / Significant Offer

In addition all of the Offers above

- Proven expertise of teaching pupils with Acquired Brain Injury and supporting their transition to (Short Term Provision).
- Existing partnerships, with in-patient mental and physical health provision, give staff enhanced expertise.
- Access to Multi-disciplinary teams including Psychology, Speech and Language, Healthcare, Occupational Health Flexible, personalised part-time timetable (short-term) to meet fluctuating health needs and reviewed regularly - to provide access to a full timetable ASAP.
- Family support Social worker involvement, initiated by the home school and the multi-disciplinary team with our support.

***ALL INFORMATION INCLUDED IN THIS DOCUMENT WAS TRUE AT TIME OF WRITING (SEPTEMBER 2023)**

Appendix 12: SEND Observation Report

SEND Observation Report

Date of observation: _____

Observation completed by: _____

Section 1 - (Complete the information below, using Arbor)

Pupil Name	Centre	Admission Date

	Yes or No		Yes or No	Additional Comments
Child Protection		SEND Support Provision Plan (SSPP)		
Child in Need		Pupil Premium		
Looked After Child		Early Help Assessment completed		
Previously LAC		Request for Support made		
Most Able		Other?		

SEN Needs	Please Tick	SEN Needs	Please Tick		Please Tick
ASC: Autistic Spectrum Condition		PMLD: Profound and Multiple Learning Difficulties		ADHD: Attention Deficit & Hyperactivity Disorder	
HI: Hearing Impairment		SEMH: Social, Emotional & Mental Health		ANX DEP: Anxiety & Depression	
MLD: Moderate Learning Difficulties		SLCN: Speech, Language & Communications Needs		OCD: Obsessive Compulsive Disorder	
MSI: Multi-Sensory Impairment		SLD: Severe Learning Difficulties		EATING DISORDER: Eating Disorder	
NSA: SEN support but no specialist assessment of need type		SPLD: Specific Learning Difficulties			
OTH: Other Difficulty/Disability		VI: Visual Impairment			
PD: Physical Disability					

	Yes	No	Not Applicable	Date of last review / completed	Comments
PDR					
EHCP					
Risk Assessment					
Reading Age					



SEND Observation Report

Date of observation: _____

Observation completed by: _____

Interventions –Does the pupil access interventions? If so, please list all interventions below:

Section 2 – Classroom observation

	English	Math	Science	Other
Does the pupil take a long time to settle down to work? If so: how long?				
How does the pupil enter the classroom? (For example, are they calm? Are they ready to learn? Do they go straight to their desk?)				
Does the pupil get distracted during the lesson? If so: how do they manage their distraction?				
How does the pupil engage with other pupils?				
Is the pupil engaged in the lesson? What strategies are used to engage the pupil?				
Is the pupil able to follow instructions? Does the pupil need adult support for this?				
Does the pupil stay on-task independently? Does additional support enable independence?				
How does the pupil react to getting something wrong?				
What feedback is given to move learning forward?				
Is there evidence of progress? What evidence?				



SEND Observation Report

Date of observation: _____ Observation completed by: _____

Did the pupil achieve the learning objective?				
How does the pupil use classroom resources?				

Please use this box to add further comments or observations