



R.Y.A.N EDUCATION ACADEMY

"RESPECT YOUR ACHIEVEMENTS NOW"

SCHEDULE 1 - REGULATIONS 51 **SPECIAL EDUCATION NEEDS INFORMATION REPORT**

"Special Educational Needs (SEN) that affect a child's ability to learn can include their behaviour or ability to socialise, e.g. not being able to make friends reading and writing, e.g. they have dyslexia; ability to understand things; concentration levels e.g. they have Attention Deficit Hyperactivity Disorder; physical needs or impairments

Source: Schools Guide the 0-25 SEND Code of Practice

R.Y.A.N EDUCATION ACADEMY - SPECIAL EDUCATIONAL NEEDS PROVISION

The R.Y.A.N. Education Academy is special educational provision under Section 21 of the Children and Families Act 2014 and we endeavour to ensure that our provision meets the needs of SEN with our school.

Teaching and Learning Support comprise:

- All staff are trained by Autism Education Trust
- Teaching and learning resources are ADHD / Autism specific related
- Personal Development Units i.e. Developing Own Interpersonal Skills, Improving Assertiveness, Recognising & Dealing with Bullying, Knowing Oneself, Beliefs & Values
- Functional Skills Maths, English, ICT
- Accelerated Reader - Reading Software
- Spelling, Punctuation & Grammar - Software
- Speech, Language & Communication - Speech Mark, Practical Resources for Special Education
- Lesson Evaluation & Feedback
- One-One & Mentor Support
- Teaching & Learning Support
- Pupil Support Services (PSS)
- Coaching - Emotional Behavioural Support Intervention
- Home Intervention Support
- Sensory Integration - Specialist Occupational Therapist
- Reduced / Personalised Timetable
- Looked After Children - Pupil Education Plan
- Designated Teacher - Looked After Children /Children In Need
- Individual Development Plan
- Weekly Tutorials
- Timeout Intervention
- End of Term Reports
- Activities & Trips



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Parental Support

- Monthly Parent Forum (3rd Thursday)
- Daily Contact
- Home Visits
- Home intervention support

External Agency intervention i.e.

- Birmingham Police & School Panels
- Education Psychologist
- School Nurse Intervention
- Loud Mouth Theatre - Child Sexual Exploitation
- Saltmine Theatre - Bullying
- Sensory People
- Police - Personal & Social Education
- Team around the Family (fCAF)
- Sexually Harmful Behaviour Team
- Right Service, Right Time Support
- Motivational Speakers i.e. Guns & Gangs, Stop & Search, Community Cohesion
- Sparkhill and Sparkbrook Consortium

Safeguarding

- MyConcern - Reporting Concerns
- Policy Central - Social Media Monitoring
- Designated Safeguarding Lead - DLS
- Environmental & Pupil Risk Assessment
- Notification of Visits Form
- Consent Forms - Trips / Activities
- Pupil Care Plan - Medication

POLICIES FOR THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Policies

- Special Education Needs & Disability (S.E.N.D)
- Character Education (*i.e. Perseverance, resilience..., Confidence and optimism, Motivation, drive and ambition*)
- Disability & Access Policy
- Diversity & Equality Policy
- Equal Opportunity Policy
- Health & Safety & Risk Policy
- Medication Policy

We aim to:



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- Make sure that our curriculum is receptive to all of our pupils' whatever their individual need (*pupils will undertake a baseline assessment in Numeracy & Literacy.*)
- Promote equal opportunity, diversity, positive attitudes, individual confidence and self-esteem making sure that all of our pupils experience success and reach their potential.
- Ensure pupils are, assessed early on, planned for, maintain records and frequently review pupils', 'Special Educational Needs' (*Assess, Plan, Maintain, Review.*)
- Encourage and ensure parent(s)/guardian(s)/ Carer(s) are actively involved in planning and supporting at all stages of their child's educational and personal development.
- Make effective use of multi-agency and support services i.e. Autism Education Trust, Sensory People, Education Psychologist, Occupational Therapist, School Nurse etc.
- Implement the SMART process - **S**pecific, **M**easurable, **A**chievable, **R**elevant and within a Time Scale as a means to meet pupil (s) personal needs.
- To take into account the wishes of the pupil(s)
- Personal Development Units will be offered to all pupils including SEN to develop confidence and self-esteem.

NAME AND CONTACT OF THE SENCo-ORDINATOR

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EXPERTISE AND TRAINING OF STAFF IN RELATION TO YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS - SPECIALIST TRAINING AND STAFF QUALIFICATIONS:

Specialist Training

- Accelerated Reader
- Asthma Training
- Autism Education Trust Training
- British Values



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- Child Sexual Exploitation in the West Midlands
- Common Assessment Framework - CAF
- Designated Safeguarding Lead
- Designated Teacher - Looked After Children
- Epilepsy Training
- Female Genital Mutilation Training
- In-house - Physical Restraint & Contact
- Let's Talk about Syria - Train the Trainer
- In-house - Looked After Children
- Multi-Agency Safeguarding
- Mental Health
- My Concern
- Policy Central
- Prevent Training
- Team Teach
- School Inspection and Improvement Conference
- Safeguarding update training for Designated Safeguarding Leads and Head Teachers
- Safeguarding Training for Designated Senior Persons
- Virtual School Attachment Conference
- Ofsted Training for Independent Schools
- S.E.N.D - Consultancy One day - Anita Devi
- Social Emotional and Mental Health difficulties - S.E.M.H
- Team Teach (*Behaviours that Challenge, Values, De-escalation Skills & Positive Listening*)
- WRAP - Workshop to Raise Awareness of Prevent

STAFF QUALIFICATIONS

- Cert.Ed. Teacher / Trainer
- PGSE Teacher
- Mentor(s)
- Management
- Autism trained
- Teaching Staff Qualified to Degree Level
- Emergency First Aid at Work
- Counselling
- Coaching

GOVERNING BODY

The role of our school governor(s) is to work with the R.Y.A.N Education Academy to ensure that we deliver high quality education. The Governors work with the Headteacher, who is responsible for day-to-day management of the school and they are active in setting the school's aims and policies.



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Key roles of governors:

- To give guidance / steer in the vision, ethos and strategic direction of the school
- To hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- To oversee the financial performance of the school and make sure its money is well spent
- The appointing and dismissing of staff
- Hearing appeals and grievances
- Monitoring the school's building and safeguarding
- Monitoring our Safeguarding and Looked after Children policies

ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFER BETWEEN PHASES OF EDUCATION OR IN PREPARATION FOR ADULTHOOD AND INDEPENDENT LIVING

Staff Members are qualified and have experience to work within the area of Special Educational Needs outlined below.

Behaviour, Emotional and Social Difficulties (BESD)

- Set tasks that are achievable and give regular feedback on progress.
- Allow opportunities for pupils to take on responsibility and give praise when achieved.
- Discuss with pupil the type of reward that encourages them e.g. certificate, points system and ensure these are implemented.
- Good interaction with parents, carers and multi-agency workers.

Attention Deficit Disorder (ADD) and Attention Deficit Hyper Activity Disorder (ADHD)

- Staff will use work plans, tick lists etc. as a reminder of what tasks need to be achieved with the pupils.
- Establish clearly defined boundaries for behaviour, rules and self-monitoring for completed tasks.
- Build into the curriculum for learning social integration and anger management
- Ensure instructions are short, precise and positive to enable the pupils to work within set routines and rules.

Autism

- Keep language simple.
- Give pupil time to process what is being said to them and clarify their understanding.



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- Explain changes in advance to minimise anxiety.
- Use picture symbols i.e. Photos and Social Stories wherever possible to enhance learning.
- Provide a clear structure so that the pupil knows what is expected.
- Identify what environmental factors can trigger episodes of agitation and anxiety i.e. noise, smells crowded places and so on.
- Liaise with all those involved in the pupils’ intervention i.e. parents, carers and specialists to ensure the consistency in the management of educational and development plan.
- Autism Specific Resources to aid learning and development

Personal Development Courses are offered to support young people to think independently and prepare them for adulthood.

Post 16 learners are required to complete a ‘*Preference Form*’ sent via SENAR outlining at least three colleges and courses they would like to study.

The **Birmingham Local Offer** can be found on the website - Useful Links

USEFUL WEBSITES

SPECIAL EDUCATION NEEDS ASSESSMENT REVIEW (SENAR) - www.birmingham.gov.uk/senar

LOCAL OFFER - www.thelocaloffer.co.uk

fCAF - www.birmingham.gov.uk/caf

FORWARD THINKING BIRMINGHAM - <https://forwardthinkingbirmingham.org.uk/referrals>

YOUNG MINDS (*The Voice for Young People’s mental health and wellbeing*)

<http://www.youngminds.org.uk/contact>

SOCIAL NETWORKING SITE FOR PARENTS, WITH A PARTICULAR FOCUS ON AUTISM -

<http://www.theparent.net/>

ACCELERATED READER - www.arbookfind.co.uk

MULTI-AGENCY SAFEGUARDING HUB (M.A.S.H) -

<http://www.lscbbirmingham.org.uk/index.php/birmingham-multi-agency-safeguarding-hub-mash>

AQUARIUS - <http://aquarius.org.uk/>