



SEND Information and Local Offer

In accordance with the Children and Families Act 2014, all schools are expected to publish information about their provision for special educational needs and disabilities (SEND). This includes the 'Local Offer', which helps parents and carers understand what services they and their families can expect from a range of local agencies.

Lea Hall Academy is a Special Educational Needs School for pupils in KS1, KS2 and KS3

Frequently Asked Questions:

1) What kinds of Special Educational Needs does the school make provision for? What type of provisions are made and how do they know it works?

Types of need	Examples of support in our school	How we check it is working
SEMH (Social, Emotion and Mental Health.)	Small class sizes, high adult to child ratios, personalised SEMH targets, highly skilled positive behaviour practitioners (Team Teach trained), pastoral wellbeing and intervention Support, positive behaviour/rewards system, Lego therapy, Personalised Behaviour Plans, AaRT (Aggression Replacement Training), Art Therapy, Therapeutic Family Support Worker, Risk Reduction Plans, Protective Behaviours.	Weekly behaviour and engagement data analysis. Regular reviewing and assessing of personal targets and annual EHCP review. Academic targets reviewed regularly Pupil and parent voice
Autistic Spectrum Condition (for pupils working at higher cognitive ability)	Small class sizes, personalised teaching approaches, personalised academic targets set, ASD friendly environment (e.g. visual timetables, sensory boxes/spaces), skilled behaviour practitioners (Team Teach trained), pastoral wellbeing and intervention support, Lego Therapy, Art Therapy, Protective Behaviours.	Weekly behaviour and engagement data analysis. Regular assessments of personal targets ? and review of EHCP. Academic targets reviewed regularly.
We have a high proportion of additional need types such as Attachment Disorder, ADHD, PDA, ODD and some pupils may have any combination of these along with the above.		

2) How does the School identify and assess Special Educational Needs?

All our pupils have SEND and an Education Health and Care Plan. We assess the effectiveness of our provision through the statutory EHCP process and the monitoring of all aspects of education and care provision in school.

3) How does the School know how much progress is being made with pupils with Special Educational Needs?

We have a robust system of baseline assessments, data recording, target setting and tracking of progress. Targets are personalised and take rate of progress alongside SEMH factors into account. Assessments are made using the A2E assessment system, in line with National Curriculum Programmes of Study and subject specific Progression in Skills and Knowledge Ladders. Robust learning evidence is used to support teachers' overall assessments. Targeted intervention is in place for pupils who we feel are making less than expected progress. Our progress targets are set in line with national expectations for pupils with SEND. Parents are able to arrange meetings to discuss and review progress, both academically and socially.

4) What extra-curricular activities can a pupils with Special Educational Needs access at School?

Due to most pupils accessing the school via the school transport system, extra-curricular activities are built into the wider curriculum and unstructured learning opportunities such as cookery, forest school, Lego club, enrichment activities and reward trips.

5) Does the School have a Special Educational Needs Co-ordinator, if so who are they and how can someone get in touch with them?

Mrs Amanda Hodges, Assistant Headteacher, is the school's designated SENCO. She can be contacted via the main school telephone number, 0121 594 0890.

6) What training do the staff in school have in relation to pupils with Special Educational Needs?

Many of our teachers and support staff are highly experienced in working with children with SEND. For staff who work within the school setting, we offer induction and training including positive behaviour management strategies, de-escalation approaches, language of choice, Attachment Disorder, Trauma Informed Practise, Team Teach, PDA. Some staff are trained in more specialist areas such as AaRT (Aggression Replacement Training), Lego Therapy, Team Teach Instructor. For all our staff, we have a schedule of both academic and SEND specific training across the year.

7) How does the school access more specialist help for pupils if they need it?

We have access to a team of professionals who can offer specialist advice. These include nurses, speech and language therapists, educational psychologists, the Communication and Autism Team, Steve Brown (Behaviour Support and Autism Specialist). We work very closely with all professionals as well as parents to ensure we offer the best provision.

If required, we will also work with other agencies such as: Forward Thinking Birmingham, Social Care and Health and Barnardo's.

8) How are parents of children and young people with SEND involved in the education of their child?

Ongoing dialogue and discussion is encouraged between home and school. We are happy to meet with parents as often as necessary to ensure that they are happy with the educational, social and emotional support their children are receiving.

There are a range of opportunities both formal and informal for parents to come into school. These range from parents evenings, Annual Review meetings and special assemblies. Class teachers speak to parents weekly and all pupils/parents received an annual school report. Some pupils have a home/school communication diary where necessary.

9) How are pupils with Special Educational Needs involved in their own education?

Wherever possible we will include our pupils in their education by encouraging them to participate in review meetings, whether that is by talking with them outside of the meeting to ascertain their views or by pupils taking part in the meeting itself.

We have a student council; pupils are voted onto this each year in the Autumn term by their peers. They meet regularly and have the opportunity to influence decisions. We also involve pupils through questionnaires and class-based discussions, particularly in relation to the wider curriculum enrichment and reward based activities.

10) If a parent or a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

The school has a complaints policy that is available on our website. However, in the first instance we would encourage parents and carers to contact the Head Teacher, Ms. Melanie Keating to discuss the complaint.

11) How does the Board of Directors and Local Academy Council Members (governors) support the school in meeting needs of pupils with special educational needs, including support for their families?

Our governors take a keen interest in all aspects of school. Regular ½ termly Local Academy Council meetings ensure that members are up to date with all aspects of school e.g. curriculum, progress, attendance etc. The governing body ensures there is a programme of support for parents and carers.

12) Who are the support services that can help parents with pupils who have special educational needs?

SENDIAS, a parent support service, is available to help parents through the assessment process and can also help facilitate school visits and offer advice. SENAR are the department within the LA who manage the assessment process.

13) How does the school support pupils with SEND through Transition?

The arrangements for transition vary dependent on the stage in their education that pupils are at. On entry to Lea Hall, the transition is planned on an individual basis with you and your child. If a pupil is coming to us from a different school, we will always try to visit them in their current setting and if possible attend their final review. We will also arrange for visits to the setting and will include a transition booklet, which supports pupils in their upcoming changes to the environment and staff through images.

In relation to secondary/KS4 transition or reintegration to mainstream, the school supports through a robust handover system. Meetings are held between the secondary school transition worker and Lea Hall to provide information on how pupils can be best supported in their academic and social development.

Transition days are also supported where the parents/carers and pupils visit the school to support the pupil in the significant change ahead. Some pupils receive follow up visits by the pastoral team to support in their early settling into secondary school. Other pupils, who are reintegrating with mainstream, are supported through a phased integration programme involving key staff attending initially on a 1:1 basis.

14) How can parents find the Birmingham Local Authorities Local Offer?

Birmingham's Local offer can be found at <https://www.birmingham.gov.uk/localoffer>