



R.Y.A.N EDUCATION ACADEMY

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

In September 2014, the special educational needs and disability (*SEND*) reforms came into effect as part of the Children and Families Act 2014. From 1 September 2014, any children or young people who are newly referred to a local authority for assessment are considered under the new Education, Health and Care (EHC) plan assessment process. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996.

"Special Educational Needs & Difficulties (SEND) 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 (ADHD)/ [Rejection Sensitive Dysphoria (RSD)]; physical needs or impairments

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

"[The] Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people."

Source: Special Educational Needs and Disability code of practice: 0 to 25 years - January 2015

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 Communication Autism Team (CAT)
- Teaching and learning resources are ADHD / Rejection Sensitive Dysphoria (RSD) and Autism specific related
- Personal Development Units i.e., Developing Own Interpersonal Skills, Improving Assertiveness, Recognising & Dealing with Bullying, Knowing Oneself, Beliefs & Values, History through Time
- Functional Skills Maths, English, ICT
- Accelerated Reader - Reading Software
- Rhino Reading Scheme
- Spelling, Punctuation & Grammar - Software
- Continued Professional Development for staff



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- Speech, Language & Communication - Speech Mark, Practical Resources for Special Education
- Communicate Literacy Programme
- Lesson Evaluation & Feedback
- One-One & Mentor Support
- Teaching & Learning Support
- Coaching - Emotional Behavioural Support Intervention
- Positive Feedback Records
- Home Intervention Support
- Reduced / Personalised (*Bespoke*) Timetable
- Looked After Children - Pupil Education Plan
- Designated Teacher - Looked After Children
- Individual Development Plan
- Weekly Tutorials
- Timeout Intervention
- End of Term Reports
- Activities & Trips
- Young people receive same training as staff (*Self-esteem and resilience, Epilepsy awareness, Diabetes, Allergy awareness, Asthma/Anaphylaxis Awareness (including medication), Asthma, Prevent, Mental health, Domestic Violence Awareness, Drugs / Alcohol awareness, non-Strangulation Law etc.*)

Parental Support

- Monthly Parent Forum via Zoom (*3rd Thursday*)
- Daily Contact
- Home Visits
- Home intervention support
- Training - Communication Autism Team (CAT)
- Liaison with Counsellor as appropriate
- Progression Meetings
- Referrals to supporting agencies

External Agency intervention i.e.

- With Nature in Mind – Social Action Project(s)
- Two-Ten-Therapy Counselling Services
- School Nurse Intervention
- Loud Mouth Theatre - Child Sexual Exploitation / Bullying
- Saltmine Theatre - Bullying, Knife Crime awareness
- Police - Personal & Social Education, Guns and Gangs
- Family Support Intervention
- Sexually Harmful Behaviour Team
- Right Help, Right Time Support
- Motivational Speakers i.e., Guns & Gangs, Stop & Search, Community Cohesion
- Safeguarding Hub

Safeguarding

- Arbor Management Information System (MIS)
- Internet Security - Social Media Monitoring



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- Designated Safeguarding Lead - DSL
- Environmental & Pupil Risk Assessment
- Notification of Visits Form
- Consent Forms - Trips / Activities
- Pupil Care Plan - Medication
- Body Map - Incidents

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, emotional resilience, Confidence and optimism, Motivation, drive and ambition*)
- Disability & Access Policy
- Diversity & Equality Policy
- Equal Opportunity Policy

We aim to:

- Make sure that our curriculum is adaptive and responsive to all of our pupils' whatever their individual need (*pupils will undertake a baseline assessment in Numeracy & Literacy using the Doodle on-line programme.*)
- Promote equal opportunity, diversity, positive attitudes, individual confidence and self-esteem making sure that all of our pupil's 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, Counselling (Tappy Twins) etc.*
- Implement the SMART process - **S**pecific, **M**easurable, **A**chievable, **R**elevant and within a **T**ime Scale as a means to meet pupil (s) personal needs.
- To take into account the wishes of the pupil(s) and ensure EHCP's are updated with involvement of parent(s), guardian(s) and carer(s) and S.E.N.A.R.
- To ensure that all pupils are supported with their Post 16 transition and accompanied to college interviews and open days where required.



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- Personal Development Units will be offered to all pupils including SEN to develop confidence, self-esteem, personal and social development.

To ensure we promote the **Equality Act 2010** and that this is displayed in school (*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*. - **Source:** Schools Guide the 0-25 SEND Code of Practice)

Therefore, the school community must be aware of this and show respect and patients to them.

THE R.Y.A.N EDUCATION ACADEMY'S ARRANGEMENTS FOR SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN TRANSFER BETWEEN DIFFERENT PHASES OF EDUCATION

- Transfer to the R.Y.A.N Education Academy is managed by a pupil undertaking a seven-week transition period.
- We will request information from the previous setting to ensure we have the right information to ensure the transition period is successful.
- Depending on the need of the learner(s) we will design a personalised bespoke time-table if required.
- We support parent(s), guardian(s) and carer(s) in completing the Travel Assist '*Transport or Bus pass form*'.
- Where there is a transfer to another school we will work with the parent(s), guardian(s) and carer(s) throughout the whole process.
- Preparation for Post 16 will be supported by the Careers Advisor and attending College Open Days. Young people with EHC plans are likely to need more tailored post-16 pathways of which is taken to consideration when planning for their future.

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
- Communication Autism Team Training
- Behaviour Management
- British Values
- Child Sexual Exploitation in the West Midlands
- Designated Safeguarding Lead
- Designated Teacher - Looked After Children
- In-house - Physical Restraint & Contact
- Let's Talk about Syria - Train the Trainer
- Level 2 Award in Basic Life Support for Adults & Children (QCF)
- In-house - Looked After Children
- Multi-Agency Safeguarding
- Mental Health
- My Concern
- Policy Central
- Ofsted Training for Independent Schools
- School Inspection and Improvement Conference
- Safeguarding update training for Designated Safeguarding Leads and Head Teachers
- Safeguarding Training for Designated Senior Persons
- Safer Recruitment Training
- GDPR Safeguarding Briefing
- Social Emotional and Mental Health difficulties - S.E.M.H
- Team Teach (*Behaviours that Challenge, Values, De-escalation Skills & Positive Listening*)
- Understanding trauma and its impact on learning
- Virtual School Attachment Conference
- WRAP - Workshop to Raise Awareness of Prevent

STAFF QUALIFICATIONS

- Cert.Ed. Teacher / Trainer
- PGSE Teacher
- Qualified Teacher Status
- Mentor(s)
- Management
- Autism / ADHD / RSD trained
- Teaching Staff Qualified to Degree Level
- Emergency First Aid at Work
- Counselling
- Life Coaching
- Sports Coach
- Pathological Demand Avoidance
- SENCO training



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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.

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.
- Identify learning gaps and be adaptive and responsive to these
- Introduce participation in social action projects to build on these skills

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.
- Allow them to speak openly and do not interrupt them.
- Establish clearly defined boundaries for behaviour, rules and self-monitoring for completed tasks.
- Build into the curriculum for learning social integration, adaptive and responsive teaching and anger management
- Ensure instructions are short, precise and positive to enable the pupils to work within set routines and rules.



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- Be clear in what you mean or are trying to get across and clarify if it has been understood by the young person(s).
- Discuss concerns in a timely manner to minimise problems and anger occurring
- Do not show your frustration as this can cause them to become overwhelmed
- Keep a calm voice and balanced tone

Autism

- Keep language simple.
- Give pupil time to process what is being said to them and clarify their understanding.
- Explain changes in advance to minimise anxiety.
- Be clear in your communication show them respect and love
- 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
- Do not pressure them to give eye contact
- Show interest in what they are saying to you and be positive

Pathological Demand Avoidance

Behaviour awareness

- Normal eye contact, but will resist and avoid the ordinary demands of life
- Appearing 'sociable but this can cover up underlying differences/difficulties in social interaction and communication
- Being comfortable in role play and fantasy
- A need for control often driven by anxiety leading to a '*panic attack*'.
- Heightened emotions and mood swings

Therefore:

- Try to reduce anxiety when communicating
- Avoid direct commands and give them a choice
- Avoid confrontation within reason

Personal Development Courses are offered to support young people to think independently and prepare them for adulthood thus develop fundamental life skills.



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Post 16 learners are required to complete a '*Preference Form*' sent via SENAR outlining at least four 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

EARLY HELP ASSESSMENT -

https://www.birmingham.gov.uk/downloads/download/653/early_help_assessment

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/>

PAPYRUS - SUICIDE PREVENTION ADVISERS www.papyrus-uk.org