



**CALTHORPE  
ACADEMY**  
Skills for the life we want

# SEN Information Report

*All policies are electronically signed and available on Governor Hub	
Ratified by the Board of Trustees	
Signed by the Board of Trustee	<b>Date: September 2024</b>
To be reviewed annually	<b>Date: September 2025</b>

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### 1. Introduction

The SEN Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the Academy in order to reflect any changes that have taken place or are planned to take place.

It is intended as a response to specific questions identified within the Act and should be read in conjunction with the Academy prospectus and additional information available on the Academy website such as the SEN policy. If you have any further questions or would like to seek clarification with regard to the content of this document then please don't hesitate to contact the Academy.

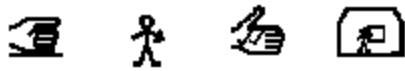
Telephone: 0121 773 4637

Email: [n.benjamin@calthorpe.thrive.ac](mailto:n.benjamin@calthorpe.thrive.ac)

Website: <http://www.calthorpe.thrive.ac>

**1.** Aims

**What is important to us:**



Helping you to do your best at school

**Who we are: Calthorpe Academy**



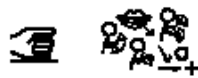
**What we do:**



❖ Value you as an individual



❖ Help you have exciting and fun experiences



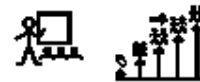
❖ Help you develop communication skills  
❖ Help you to experience learning



❖ Help you learn new skills



outside the classroom



❖ Develop life skills to help you prepare for adulthood

**Who we offer this service to:**



Children and young adults between the age of 2 – 19

**How and when we do it:**



Monday  
Tuesday  
Wednesday  
Thursday  
Friday

Our school day runs from 9.00 – 3.20 Monday to Friday.

**How to contact us:**

Calthorpe Academy  
Darwin Street  
Highgate  
Birmingham  
B12 0TP



0121 773 4637



[enquiry@calthorpe.thrive.ac](mailto:enquiry@calthorpe.thrive.ac)



<http://www.calthorpe.thrive.ac>

**2. SEND Code of Practice**

The following information is published as required by the Special Educational Needs and Disability Code of Practice 0-25 years (June

## **2014) and The Special Educational Needs and Disability Regulations 2014**

1.1 What types of SEN does Calthorpe Academy support?

1.1.1 How will Calthorpe Academy identify and assess students and young people with SEN and how do I contact the SENCo?

1.1.2 What are the arrangements for consulting and involving parents and involving them in their child's education?

1.1.3 What are the arrangements for consulting young people and involving them in their education?

1.1.4 What are the practical arrangements for assessing and reviewing progress towards outcomes?

1.1.5 What are the arrangements for supporting students and young people in moving between phases of education and preparing for adulthood?

1.2 What is the approach to teaching students and young people with SEN?

1.2.1 How are adaptations made to the curriculum and the learning environment of students and young people with SEN?

1.2.2 What is the expertise and training of staff to support students and young people with SEN?

1.2.3 How is the effectiveness of provision evaluated?

1.2.4 How are students and young people enabled to engage in activities available to students and young people in school who do not have SEN?

1.2.5 What is the support available for improving emotional and social development, including pastoral support arrangements for listening to the views of students and young people with SEN and measures to prevent bullying?

1.2.6 How does Calthorpe Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students and young people's SEN and supporting their families?

1.2.7 What are the arrangements for handling complaints from parents of students with SEN about provision made at the school?

### **3. SEN and Disability Regulations**

**The following further information is published as an additional requirement of The Special Educational Needs and Disability Regulations 2014:**

- 2.1 What is the additional support for learning that is available to students with special educational needs?
- 2.2 How are equipment and facilities secured to support students and young people with special educational needs?
- 2.3 What are the contact details for support services for the parents of students with special educational needs?
- 2.4 Birmingham Local Authority is required to publish a Local Offer – this can be found at: <https://localoffer.birmingham.gov.uk/>

### 3.1 Advice

3.2 Do you have a Parent Support Group?

3.3 Is there a safe haven for my child?

## Section 4

Additional questions to contribute to Birmingham Local Authority's Local Offer

4.1 What training do staff receive on supporting students with SEND?  
How is this evaluated / updated?

4.2 What support will there be for my child's overall wellbeing?

4.3 What type and how many complaints did you receive last year?  
How were they resolved?

General information about the school

4.4 What percentage of the school has SEND needs?

4.5 How many students are in each year group?

4.6 How many students with statements were in each year group last year?

4.7 How accessible is the setting environment?

4.8 Can my child's school dinner requirements be accommodated if they have a special diet?

4.9 What social / out of school opportunities are there?

Communication

4.10 How will the school keep me informed about issues / problems with my child at school?

4.11 How will I know what the school's expectations are for my child's progress?

4.12 Who should I talk to if I have a concern about my child in school?

4.13 How will my child's voice be heard?

4.14 What are the opening times?

4.15 What are the facilities like? What do you have? What kind of lessons will I have?

4.16 Are the staff friendly?

4.17 How would we get to school? This would include directions of where it is and what transport arrangements would we need e.g. taxi, bus, etc.

4.18 Is there a uniform and what is it like?

4.19 What do they do about bullying? How is bullying dealt with?

4.20 Could I meet students who go to the school and speak to them about what the school is really like?

4.21 Does it have a good Ofsted?

#### **4. How Guidance applies to our setting**

1.1) Calthorpe Academy is a school for learners aged between 2-19, with a range of educational difficulties, from Autistic spectrum, severe learning difficulties and complex needs.

Some learners have additional physical, sensory or behavioural needs where we provide additional adult support or specialist facilities.

1.1.1) Calthorpe Academy works closely with Birmingham Local Authority in its admission of pupils. Education Health and Care Plan is a condition of entry to the Academy.

All school admissions for Birmingham LA are requested via SENAR Birmingham (0121 303 1888) [SENAR@Birmingham.gov.uk](mailto:SENAR@Birmingham.gov.uk) Please see Calthorpe Admission Policy for further details.

In addition the Academy uses its own range of assessments to enable us to make accurate assessments and decisions with regards to each individual. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that a student is not making the expected progress, the teacher will decide whether additional and/or different provision is necessary. If you are concerned you should speak to your child's Teacher or Extended Leader.

Prior to transfer to Calthorpe Academy the SENCo/Extended Leader of your child's new class will aim to visit their existing school/setting wherever possible and will gather information about their needs. We use teacher's assessments and any outside agency reports that may be available. On transfer to Calthorpe we carry out our own assessments and baseline each student. Throughout your child's time at Calthorpe Academy their progress in the curriculum will be monitored will be ongoing and formally tracked three times a year. For all admission arrangements or if you would like to book a visit to see the Academy please contact the SENCO to arrange a mutually convenient time.

SENCO: Nicola Benjamin [n.benjamin@calthorpe.thrive.ac](mailto:n.benjamin@calthorpe.thrive.ac) 0121 773 4637

1.1.2) At Calthorpe Academy we regard it as essential to work in partnership with parents/carers in order to achieve the best outcomes for their child.

Our main communication tool with parents is the Home-School Communication book. This is written in daily in order to communicate essential information and share what activities and achievements there has been throughout the day. It is also used by families to share key information from home. Families are always welcome to make an appointment to come into school and meet with staff.

In addition to the communication book system we have a school app called 'SZapp' providing up-to-date and regular information to parents and carers. Regular coffee mornings and events are held for families to attend as well as the learners individual Annual Review Meetings and Parental Consultation evenings.

We have a designated pastoral team whose role is to support and signpost parents to the relevant services. We run various parental workshops including: English, Stay and Play, Behaviour workshops, Cerebra Sleep workshops and career information days.

Our Academy website <http://www.calthorpe.thrive.ac> also provides general information about the Academy and links to our termly newsletters.

1.1.3) At Calthorpe Academy we hold person centred Annual Reviews. Students are involved wherever possible in every stage of their learning. There is a focus on future aspirations to make sure that as far as possible the provision at Calthorpe not only suits them currently but is preparing them for adulthood.

1.1.4) At Calthorpe Academy we have assessment systems in place to meet the educational needs of all pupils. Calthorpe Academy assesses progress against Early Years Foundation Stage, Pre Key Stage Standards - progression steps, Foundations for Life (ASD specific), Engagement for Life (PMLD specific) Learning for Life (SLD specific) and RARPA (Recognising and Recording Progress and Achievement) depending on which aspirational curriculum path each pupil is following.

Calthorpe Academy has a leadership structure which monitors the effectiveness of the delivery of specific lessons (subject specialists and coordinators) and additional lesson observations from the Senior Management and Leadership Team.



Information regarding pupil progress is communicated regularly to all stakeholders via: Weekly Team meetings, Whole Staff meetings, Annual Reviews, Curriculum Directors meetings and Pastoral meetings and SIP meetings.

1.1.5) Calthorpe Academy recognises that transitions can be a challenging for our children and we take steps to ensure that every transition is a smooth and as positive an experience as possible: In advance of pupils starting Calthorpe Academy we encourage families to come and visit our specialist setting.

**Belgravia School:** Calthorpe Academy opened Belgravia School in January 2021. Belgravia School is based in Belgravia Close in the centre of Birmingham.

Belgravia school caters for 38 learners who have a primary diagnosis of ASD. We have highly-skilled, enthusiastic and committed team staff who work with the learners to promote independence, communication skills, ready to learn behaviours and social skills.

All staff are trained in implementing a range of communication programmes such as PECS, Makaton, and intensive interaction in order to develop pupils' language and communication skills

The school has been modified to specifically cater to the needs of primary age ASC learners. It have five classrooms, an outdoor learning space with large, developmentally appropriate, play equipment, a physical and sensory space and a food preparation teaching space. Each classroom benefits from direct access into the outdoor learning and play environment providing increased opportunities for learners to develop their physical abilities and wellbeing.

In addition, there are learning zones attached to each classroom on site.

Learners at Belgravia school follow our ASC Foundations for Life Curriculum pathway, which offers a broad, cross curricular, highly personalised sensory curriculum.

All admissions queries for Belgravia School are dealt with via the Senco at Calthorpe Academy

**Internal and Year 7 transition:** At the start of the summer term we start preparing pupils for transition to their next class. Pupil information and pupil well-being passports will be passed on to the new class teacher in advance and planning meetings will take place with the new teacher. We arrange transition sessions to enable pupils to meet their new teacher and visit their new classroom environment.

Post 16, our Transition Team and our independent careers advisor will support families through the transition process. The independent careers advisor delivers the 'career/transition plan interviews' that feed into the Annual Review process. We provide parents with transition packs, arrange visits and liaise with tutors at all relevant post 16/19 service providers.

The transition team supports learners with visits and taster sessions at their new placements to support student exposure within the new environment and maintaining a smooth transition process. This is also supported by social books for learners with photographs, transport arrangements.

We also invite external providers (education/adult services) to come into Calthorpe Academy during transition coffee mornings for year groups 8-13, in order for them to share information with regards to their settings. The transition team will organise a schedule for all year 13 parents to accompany and support them with post 16/19 options.

Calthorpe Academy host an annual "Pathways and Outcomes" event which provides all parents/carers with pupils in years 10 -14 with the opportunity to meet with post 16/19 providers, which will assist them when choosing suitable and realistic destinations.

Calthorpe Academy host an annual "EYFS Open morning" event which provides parents/carers with information on what Calthorpe Academy has to offer as an SEN Specialist setting.

1.2) At Calthorpe Academy we have developed a specific curriculum which is progressive and skills based. The content of the curriculum is differentiated in order to meet the needs of individual learners. Further curriculum information can be found on the website.

1.2.1) Our class sizes and staffing ratios ensure that we have capacity in the classroom to deliver the curriculum effectively. Class groups range in size from 6 - 14 pupils, children with less complex needs will be in larger groups.

### **Mainstream Links:**

1.2.1) Children in Calthorpe Academy will receive support that is specific to their individual needs.

This is provided by the class teacher, teaching assistants in partnership with: Physiotherapists/ Medical Staff/ Speech and Language Therapists/Occupational Therapists/ SLT Sensory support for VI & HI/Designated Mental Health Lead.

All our staff have thorough induction training followed by ongoing continuing professional development opportunities throughout the year.

1.2.2) Review of your Child's EHCP will take place annually with your child's class teacher and other professionals. Should you or the Academy have any concerns regarding your child's placement at Calthorpe Academy prior to review, an Early Annual Review can be requested.

1.2.3) All pupils have SEN and opportunities to engage in additional activities that the academy provides are shared equitably across the departments and this is monitored through the whole academy inclusion and enrichment database.

1.2.4) Each class has a minimum of 1 PHSE/PSED lesson weekly which focuses on improving emotional and social development and listening to the views of students. As part of their curriculum pupils learn about 'bullying and positive relationships' and any pupils ideas for prevention of bullying are put forward to the student council. Throughout the year the Academy has a 'Thought of the Week' related to the UNICEF Acts for Children's Rights and social and emotional development is covered within this area.

1.2.5) Calthorpe works in close partnership with the following external agencies:

- Speech and Language Therapists
- Occupational Therapists
- Health and Physiotherapists
- Educational Psychologists
- Forward Thinking Birmingham
- Malachi

Input from these professionals enables the Academy to identify and address individuals' current and changing needs.

1.2.6) Calthorpe Academy has a three stage process for dealing with complaints. Further details of each stage together with roles and responsibilities of staff involved can be found within the complaints policy on the Academy website. The three stages are:

- Stage 1 – complaint heard by a member of staff (informal)

- Stage 2 – complaint heard by the Principal (complaint which is put in writing)
- Stage 3 – complaint heard by the Governing Body (complaint appeal panel)

Calthorpe Academy aims to resolve a complaint at the earliest possible opportunity via informal resolution by way of a discussion with the appropriate member of staff.

2.1) The Academy has specified support according to pupil need and staff training including; Positive Behaviour Support, Picture Exchange Communication System, Makaton, Intensive Interaction, Objects of reference, On body Signing, 1:1 and small group intervention.

2.2) The Academy receives high needs funding for all pupils and this is used to support us in securing specialist equipment and facilities to meet the needs of all learners. Additionally, individual pupils may receive Exceptional Special Needs funding and this again is used to secure personalised equipment and/or specialist support.

2.3) Outlined below are some of the useful sites and contact details; The SEND Code of Practice 0-25 years June 2014 lists the following:

Contact a Family: [www.cafamily.org.uk](http://www.cafamily.org.uk)

National Network or Parent Carer Forums:  
[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

Students' Education Advisory Service: (CEAS) [www.gov.uk/studentss-education-advisory-service](http://www.gov.uk/studentss-education-advisory-service)

Family Information Service [www.daycaretrust.org.uk/nafis](http://www.daycaretrust.org.uk/nafis)

National Parent Partnership Network <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>

Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

I CAN (Students' communication charity) <http://www.ican.org.uk>

MindEd [www.minded.org.uk](http://www.minded.org.uk)

National Sensory Impairment Partnership [www.natsip.org.uk](http://www.natsip.org.uk)

Specifically for post 16

Disabled Students Allowance (DSA) <http://tinyurl.com/SFE-DSA>

2.4) The requirement for Birmingham Local Authority providing information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans:

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

3.1) Calthorpe Academy has a Pastoral Team, who is able to help parents find appropriate advice and support.

3.2) Currently Calthorpe has a number of Parent Support Groups. Please contact our Parent Liaison Officer for more information.

3.3) Calthorpe Academy aims to provide a safe haven for students at all times. Students are encouraged to share any difficulties they may be having with their teacher so that personalised solutions may be created.

4.1) The Academy has a robust training and continuing professional development programme (CPD) for all staff to enable them to support pupils. This includes; staff induction, weekly inset sessions (compulsory for all teachers and teaching assistants), 5 whole staff inset sessions and extensive external CPD opportunities. Inset sessions and CPD is fully evaluated and updated annually.

4.2) All students have access to a Teacher/ Teaching Assistant. A key aspect of these roles is to ensure the wellbeing of students at all times. Any concerns should be raised with parents through the Home School Diary, an informal meeting/telephone call or Annual Review Meetings.

4.3) Calthorpe Academy has had no formal complaints through the complaint procedure in the last academic year.

4.4) All students at Calthorpe Academy have an Education, Health and Care Plan.

4.5) This varies across the Academy, and we have no set intake for individual year groups. We are currently commissioned for 420 students (which will increase to 470 once our Oakland Provision opens in January 2025).

4.6) From April 2018 all students at Calthorpe Academy have transferred from a Statement of Special Educational Need to an Education, Health and Care Plan.

4.7) Our setting is highly accessible for all students, regardless of need.

4.8) We can accommodate most student's dietary requirements as long as we are made aware of this so we can plan on a daily basis. However, in some instances we request that snack and meals are provided from home.

4.9) Calthorpe Academy provides a wide range of extended enrichment activities that your child may access. The clubs are organised on a rota basis to ensure there are equal opportunities for all children to access the clubs. Appropriate staffing is provided with relevant training to ensure the wellbeing of all children. Extra-curricular clubs include: fitness, football, bikability, swimming, communication, sensory stories, sensory music, sensory outdoor club and forest school.

4.10) All issues or problems will be raised with you as soon as we have a concern. Teachers or Extended Leaders will use the Home School Diary or a telephone call in the first instance to share information.

4.11) In your child's Review meeting, we will be checking on progress towards EHCP outcomes.

4.12) Initially if there is a concern please contact your child's Teacher/Extended Leader.

4.13) The views of the pupils and their feelings about Calthorpe Academy are very important to us. Calthorpe Academy Student council consists of pupils from across the academy and meetings are held every half term giving the pupil's regular opportunities to express their likes, dislikes and opinions about how we can improve Calthorpe Academy life. All minutes from meetings are given to the Senior Leadership Team who feedback to the Academy directors. Students are involved wherever possible in every stage of their learning and are central in decision making. There is a focus on future aspirations to make sure that as far as possible the provision at Calthorpe Academy not only suits them but is preparing them for adulthood.

4.14) Calthorpe Academy starts at 9.00 am and finishes at 3.20 pm, and for 6<sup>th</sup> Form learners the school day starts at 09:30am and finishes at 2:00pm.

4.15) Calthorpe Academy is a large campus including a range of specialist classrooms for Dance, Sensory Room, Functional Skills Gym, ICT room and we also provide sports facilities including specialist modified equipment, Hydrotherapy pool and fully accessible outside play equipment. There are interactive whiteboards in every classroom as well as access to specialist technological equipment such as iPads, Eye-gaze, Interactive Floor and an Immersive Wall.

4.16) Staff are carefully recruited and we pride ourselves on being very friendly and welcoming.

4.17) Calthorpe Academy has a very relaxed dress code policy. However should you wish you purchase uniform Calthorpe Academy branded sweatshirts and polo shirts can be ordered directly through the following website, [www.yourschooluniform.com](http://www.yourschooluniform.com)

4.18) Bullying is treated extremely seriously and is dealt with by your child's class Teacher/ Extended Leader Please see our Anti Bullying Policy for more information.

4.19) Calthorpe Academy always enjoys meeting students who would like to come to the Academy and their families. The best way to arrange a visit is to contact the SENCo (Nicola Benjamin) on 0121 773 4637

4.20) Calthorpe Academy Ofsted report can be found on our website.

## **5. Children's Rights**

Children's rights are of paramount importance. We respect the United Nations Convention of the Rights of the Child:

Article 2 – Non-Discrimination:

. SEN support must be accessible to all children, regardless of disability, ensuring equal opportunities in education.

Article 3 – Best Interests of the Child:

Decisions concerning SEN support should prioritize the best interests of the child, ensuring that their specific needs are met to facilitate their personal development and well-being.

Article 12 – Respect for the Views of the Child:

Children have the right to express their views and be involved in decisions affecting their education. This includes participating in SEN assessments and reviews to tailor support in line with their preferences and needs.

Article 23 – Rights of Children with Disabilities:

Children with disabilities have the right to receive special care and support that enables them to live a full and independent life and participate actively in society. SEN provisions are key in achieving this, as they help children with disabilities access education and reach their potential.

Article 28 – Right to Education

All children, including those with SEN, have the right to education. Appropriate support is provided to ensure that children with SEN have equal access to education, tailored to their abilities and needs.

Article 29 – Goals of Education

SEN support should aim to foster this holistic development, ensuring that children with special educational needs can thrive.

Article 31 – Right to Play

Children with SEN should have access to leisure, play, and recreational activities, ensuring inclusivity in both educational and extracurricular environments.

**6. Changes**

<b>Description</b>	<b>Date</b>	<b>Page</b>	<b>Section</b>
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