

Walsall Academy



SEN Information Report 2020-2021

Prepared By: R Somerfield

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SEN Information Report

2020-2021

SENCO: Mr B Footman

Inclusion Manager: Dr R Somerfield

SEN Governor: Mrs M Frost

Contact: 01922 493910

Local Offer Contribution: Walsall

<http://www.mywalsall.org/walsall-send-local-offer/>

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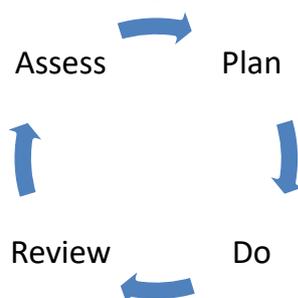
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Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Inclusion and Special Educational Needs and Disability Policy into Practice 2020**)

Assess: Assessment of students is a continuing process rather than a single event. All teaching staff are aware of their duties to assess students with whom they work. Early identification of any student who may have SEN is essential and concerns from staff, parents, students themselves and other professionals are taken seriously. Once concerns have been raised further assessments can be carried out by the SEN co-ordinator in order to support the planning of provision.

Plan: Teachers, support staff and the SEN co-ordinator work together to plan appropriate provision for students with SEN. In most instances this provision takes place within mainstream classrooms however students may be invited to additional support groups or offered additional support outside of the classroom.

- Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure their needs are met.
- Support staff will support your child's learning in school.
- Specific resources and strategies will be used to support your child individually and/or in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- If necessary, advice will be requested from specific outside agencies, such as hearing/visual impairment advisory team.

Do: Teachers are responsible for implementing support strategies under the guidance of the SEN co-ordinator. They may be supported by support staff.

Review: Teachers, personal tutors and the Inclusion Support team are responsible for reviewing the progress of individual students.

Having consulted with children, young people and their parents, all our additional provision is based on an agreed outcomes approach.

How have we made Walsall Academy accessible to all children with Special Educational Needs and/or a Disability?

- We ensure that all lessons/equipment are accessible to all children/young people regardless of their needs. We provide specialist equipment where possible.
- We provide support for students struggling with any aspect of school life.
- We have disabled toilets and lifts available for students with mobility difficulties.
- We have steps painted yellow and banisters for visually impaired students.
- The school is designed to be accessible for all students regardless of their needs.

Admissions for SEND students:

The admission of children in this category is dealt with in accordance with the Local Authority procedures and those set out within the *Special Educational Needs and Disability Code of Practice* (DFE, 2015).

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Support is provided in classrooms for students with communication needs by a team of trained support staff. Speech and language programmes are implemented by the Inclusion Support team and students with communication and interaction difficulties are invited to attend a weekly Pragmatics group.

2. Cognition and learning

Classroom support may be provided to students in classrooms by trained Teaching Assistants. Teachers are trained in how to differentiate work in order to meet the needs of all learners. In Key Stage 3 students with literacy difficulties work with a trained literacy teacher within a small group.

3. Social, emotional and mental health

Students have access to Learning Mentors who are trained to deliver a variety of programmes. Students may receive support in-class or come out of session for dedicated one-to-one time. There are a range of session 3 activities which support students in the development of age-appropriate social skills. Students can receive counselling support via Place2Be. Place2Be is a school-based counselling service which is available for students within school two days a week.

4. Sensory and/or physical needs

The school is well adapted to meet the needs of students with sensory and physical difficulties. Teachers are provided training annually on how to support students and differentiate their practice. Where needed additional adults are deployed to support students. There is a school nurse on site full-time who provides additional support for students as needed.

As of September 2019, we have 152 children or young people receiving some form of SEND Support in Years 7-13 and a further 14 being monitored. This accounts for approximately 12% of the student body.

We have internal processes for monitoring quality of provision and assessment of need. These include monthly module reports and termly interim meetings with parents. The Inclusion Support team meet regularly to discuss the progress and provision of students on the Special Educational Needs register. Inclusion Representatives from each department also meet regularly to discuss progress and concerns about students.

Interventions and Support in School:

Students have access to a wide variety of interventions. Some of these are done in class, some in small groups and others on a 1:1 basis. All interventions are run by Teaching Assistants and Mentors in consultation with the SENCo and Inclusion Manager as well as subject specialist teachers.

[In Class Support](#)

[Homework Club](#)

[Life Skills](#)

[Mentoring](#)

[Pragmatics](#)

[Reading Mentors](#)

[Social Skills - Arts and Crafts](#)

[Social Skills - Cooking Club](#)

[Social Skills - Friends for Life](#)

[Social Skills - Games](#)

[Social Skills - Sports](#)

[Spellings](#)

[Touch Typing](#)

[Handwriting & Fine Motor Skills](#)

[Supported Learning Environment](#)

[Literacy Groups](#)

Consulting with young people and their parents:

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent meeting	Parent, Personal Tutor and inclusion staff	Annual
Interim reviews	Parents, students and inclusion staff	Every term
Module reports	Personal tutors, students and parents	Every half term
Pupil voice questionnaire	Students and inclusion staff	Every term
Parent voice at interim review	Parents and inclusion staff	Every term
Student led Conference	Student, parent, Personal Tutor and inclusion staff	Annual
Annual Review for EHCp	Student, parent, SENCo and inclusion staff	Annual
Phone calls to share specific information	Inclusion staff/Personal Tutor and parents	As necessary

Questions:

How can I let the school know if I am concerned about my child's progress in school?

Speak with your child's personal tutor or Deputy Head of their Key Stage. Your concerns may need referring to the SENCO.

How will the school let me know if they have concerns about my child's progress in school?

The module report, which goes home every 6 weeks, will show if a child is not making progress. Parents and Personal Tutors will need to discuss any possible reasons for this. If, after liaising with subject teachers, they feel concerns are due to SEN they will refer to the SENCO. This can be done directly, through Deputy Heads of Key Stages or at the half-termly Inclusion Representatives Meeting. The SENCo will collate information from subject areas and feedback to your child's personal tutor. If this indicates that your child may have SEN, the SENCo will contact you directly and invite you into school to discuss next steps.

Staff development:

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

- **Dyslexia:** We have a trained Dyslexia teacher who can assess needs and provide programmes of support.
- **Literacy:** There are trained literacy teachers within school who deliver intervention programmes for students with difficulties with reading and/or writing. **Numeracy:** There is numeracy specialist HLTA who supports targeted students and provides work for 1:1 sessions. Students will also receive a workbook (dependent on key stage and ability) designed to close the gaps in knowledge and support the student further.
- **Speech and Language:** All the Inclusion Support team have received training in how to identify students with speech and language difficulties and how to provide support.

- Physical needs: The Inclusion Support team have received training from Occupational Therapy and Dyspraxia Education.
- Social and emotional issues: There are three trained learning mentors and one behaviour support worker who provide support for students on a variety of issues.
- Sensory impairments: Staff receive regular training from the sensory support services in order to provide good quality support for students with a visual or hearing impairment.
- Autism: The Inclusion Support team have had training on how to support students with Autism and other communication difficulties. This has been disseminated to the whole staff.
- Attachment issues: The whole school has received training on how to support children who have experiences disrupted attachments.
- Precision Teaching: All the Inclusion Support team have received training in how to deliver precision teaching and have timetabled slots for this intervention with targeted students.
- Exam support: The Inclusion Support team have received training on how to provide support in exams as a reader, prompter and scribe.
- Inclusion team professional development: Members of the inclusion team have specialised in areas of need (such as ASD, and Dyslexia) and deliver a programme of training throughout the year which is open to all staff.
- School nurse: The nurse supports with all medical needs and liaises with parents and outside agencies as necessary.

Staff deployment:

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. The aim of all support staff is to ensure that students become more independent so they can function in society. Therefore, support staff may not sit continuously with students in lessons as this can act as a barrier to forming peer relationships. Support staff are deployed according to student's type and level of need. Students may receive additional support in small groups, mainstream classes, through support groups or in some cases during one-to-one time.

Outside Agencies and Transitions:

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners. We work closely with outside agencies to enhance the quality of support for students with SEND. This includes:

Speech and Language Therapists

Occupational Therapists

Educational Psychologists

Hearing Impairment Team

Visual Impairment Team

Autism West Midlands

CAMHS

We work closely with the specialist advisors, implementing their suggestions as necessary. We accommodate specialist teachers' 1:1 sessions with students and liaise with them to develop targets.

This year, we worked with our feeder partners to welcome children and young people with special educational needs or disabilities and we supported young people on their transition to the next phase in education or employment.

Our approach involves visiting students at their primary schools prior to transition. Students with SEND are invited to visit the school for an induction morning prior to the whole cohort attending a two day induction. Students highlighted by primary school as being high need may have a bespoke transition plan created for their individual needs. For students moving onto further education or training they are supported through the careers team and the inclusion support team and are offered visits to their new destinations prior to leaving the school.

The Inclusion Manager and Safeguarding team liaise with social services, police, youth services and medical services as necessary to support students. The aim being for students to maximise their potential.

Complaints:

Our complaints procedure is:

Complaints should be put in writing to the Headteacher within 10 working days of the incident.

The receipt of the complaint will be acknowledged.

The complainant will be invited to attend a meeting with staff involved in the complaint and a resolution sought.

See complaints protocol on website for further details.

Challenges this year:

Challenges for our school have included working with students with additional attachment needs and increasing numbers of children experiencing mental health needs during and following lockdown. The number of children and young people in care has increased from 24 at the start of September 2019 to 30 at the same period this academic year. We have increased the availability of Learning Mentors throughout the day and during this academic year staff are starting an ongoing programme of professional development looking specifically at supporting young people with mental health and attachment needs. We continue to have a number of students entering the school with a diagnosis of an Autistic Spectrum Disorder or with communication needs. We are using our expertise to support these students both academically and socially. We continue to support teaching staff with regular training opportunities. A further challenge is the lack of provision for external support with many Local Authority services no longer being available due to funding constraints. We have addressed this through additional online training to develop staff expertise in supporting students with SEND within the Academy. Further, we have joined a Local Authority Think Tank for Speech and Language support with the intent to increase support in school.

Further development:

Our strategic plans for developing and enhancing SEN provision in our school next year include continuing to develop support staff expertise in areas such as attachment issues, social, emotional and mental health issues and Autism. We are also building a more robust system for monitoring progress within interventions and the success of the programmes.

In preparing this report we have included staff, parents and children and young people through inclusion representative meetings, inclusion team meetings, interim reviews and the module reporting system.

Relevant school policies underpinning this SEN Information Report include:

Inclusion and Special Educational Needs and Disability Policy into Practice (2020)

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005