

Walsall Academy



The Local Offer for SEND

Policy Title	The Local Offer for SEND
Policy Reference	WA/Loc
Description	This document sets out Walsall Academy's Local Offer to meet the needs of students with Special Educational Needs and Disability
Status	Statutory
Category	Academy
Person Responsible	R Somerfield – Deputy Head E Ashwell- SENCO
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Other relevant policies	
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Data Protection	<i>Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation</i>

Version Records		
Version	Date	Description
1.1	February 2019	Review
1.2	October 2020	Review
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1.4	September 2022	Review
1.5	September 2023	Review
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1.7	September 2025	Review

Walsall Academy Local Offer

Walsall Academy has a commitment through their Local Offer to meet the needs of their students with Special Educational Needs and Disability (SEND) and ensure that all students, regardless of their specific needs, make the best possible progress in school.

In September 2014 the majority of Part 3 of the Children and Family Act 2014 and the Special Educational Needs and Disability Code of Practice came into force. The Children and Families Act takes forward the Government's commitment to improve services for vulnerable children and to support families.

The Government has transformed the system for children and young people with Special Educational Needs and Disability (SEND) including those that are disabled. The Bill extends the SEND system from birth to 25 years of age giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

This reform programme is set out in the Special Educational Needs and Disability Code of Practice.

The key features of the Code are:

- The extension of rights and protections to young people in further education and training with the replacement of statements with a birth to 25 Education, Health and Care Plan;
- Offering personal budgets to families so that they can have more control over the support they need;
- Improved cooperation between all services that support children and their families.

Information	Staff	Summary
Who are the best people to talk to about my child's difficulties/Special Educational Needs and Disability (SEND)	SENCO Miss E Ashwell Deputy Head Dr R Somerfield Personal tutors, Deputy Heads responsible for each Key stage, Heads of Department	They are responsible for: • Coordinating all the support for children with SEND and developing the school's SEND policy to make sure all children and young people get consistent, high quality SEND provision; • Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing and planning ahead for them; • Liaising with other people who may be coming into school to help support your child's learning e.g. Educational Psychology; • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in the school are known); • Providing specialist support for teachers and support staff so they can help your child. They are responsible for: • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCO know as necessary; • Ensuring that all staff working with your child are supported to deliver curriculum programmes of study for your child.

How could my child get help in school?

Children and young people in school will get support that is specific to their individual needs. This may be provided by subject teachers, the Inclusion team, Pastoral teams and where necessary staff who visit from outside agencies such as those from the Sensory Support Service.

Information	Types of support provided	What does this mean?	Who can get this kind of support?
What are the different types of support available for children and young people with SEND?	Subject teacher input via excellent targeted classroom teaching known as Quality First Teaching.	• Ensuring that the teacher has the highest possible expectations for all children and young people in their class; • Ensuring that teaching is based on what children already know, can do and understand; • Putting in place differentiated teaching so that all students are fully involved in learning in class; • Putting in place specific strategies which may have been suggested by the SEND team.	All students in school get this as part of outstanding classroom practice.
	SEND Champion	• Regular meetings with the teacher who has been assigned to be their SEND Champion with the aim to discuss support mechanisms in place in subject areas.	All students on the SEND re.gister
	Specific group work with a smaller group of students run inside or outside of the classroom	• Students are assessed by staff early in the academic year for their ability to use skills in areas such as literacy, numeracy, communication, emotional literacy and social communication. Based on these assessments students may access a range of interventions. These are: ○ Literacy group run by trained literacy teachers; ○ Numeracy intervention	Any student who has specific gaps in their development.

		○ Handwriting club run by Teaching Assistants; ○ Social communications groups run after school during session 3 by Support staff; ○ Strengthening Minds group run during school time; ○ Life skills run by support staff	
	Mental Health Support based on a student's individual needs	Staged model of mental health support which includes: • Access to a Wellbeing Champion for weekly social, emotional, mental health (SEMH) support. • Access to a Learning Mentor for more structured SEMH support. • Access to our in-house counselling service.	Any student in school who requires this to meet their additional SEMH needs.
How can I let the school know if I am concerned about my child's progress in school?	If you have concerns about your child's progress you should speak to your child's personal tutor, Head of Year 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?	If a student is not making adequate progress their personal tutor will make contact with you in order to discuss possible reasons for this. If, after liaising with subject teachers, they feel concerns are due to SEND 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 SEND, the SENCO will contact you directly and invite you into school to discuss next steps.		
How is extra support allocated to children?	The needs of all students with SEND are reviewed every term and support allocated based on these needs. • For students not making adequate progress in subject areas they may receive additional support from support staff and their teachers will receive guidance from the SENCO; • For students having difficulties in wider aspects of school-life may receive additional support through accessing the wide range of support groups available.		
Who are the other people providing services to	• Directly funded by the school	• Teaching Assistants • Learning Mentors • School Nurse	

children with SENDs in school?		• Pastoral Managers • Educational Psychology Service • Counselling
	• Paid for by the Local Authority	• Sensory Support for children with visual or hearing needs • Speech and Language Therapy
	• Paid for by the Health Service	• School Health Service • Occupational Therapy
How are teachers supported to work with children with SEND and what training do they have?	• The school has a programme for professional development for all staff to improve the teaching and learning of children including those with SEND. This includes school information and training on SEND issues such as ASD, Dyslexia etc. • Support staff/SENCO attend relevant training courses.	
How will the teaching be adapted for my child with SEND?	• 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.	
How will we measure the progress of your child in school?	• Your child's progress is continually monitored by their subject teachers, personal tutors and Deputy Head of their Key Stage. • You will receive a module report at specific points throughout the year which summarises their progress. • During each term you will invited to an interim review to discuss the progress made by your child.	
What support do we have for you as a parent of a child with SEND?	• Module reports provide the opportunity for you to comment on your child's progress and request a meeting with their personal tutor. • Your child will have a named member of the support team allocated to them. They will meet you during your personal tutor meeting in September. You can contact them or the SENCO as needed throughout the year if you have any concerns about your child or the support they are receiving.	
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 through a process of assess, plan, do, review, where a child's needs are reviewed, planned for and existing support evaluated and adapted as needed. An extensive professional development programme ensures that all staff have sufficient training to engage in this process. • We have disabled toilets and lifts available for students with mobility difficulties. • Additional equipment, including IT equipment, is used to support children.	

How will we support your child when they are leaving Walsall Academy?

Transition can be a difficult time for both students and parents/carers. To ensure as smooth a transition as possible we:

- Contact the Learning Support department at their previous school to discuss any special arrangements or support that they need to make.
- Liaise with relevant staff to arrange visits to support the transition process.