



# SEN Information Report

September 2020

Improving Education Together.



## Academy Transformation Trust's Offer on Special Educational Needs and Disability.

### Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential.

### We believe that:

- all children deserve a first class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014 ], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The Trust's objectives for SEND provision in all our academies:

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

## Special Educational Needs & Disabilities (SEND) – Information (Local Offer)

The following document lays out the SEND Information (Local Offer) for our Academy: This document is to read in conjunction with our SEND Policy

<b>Type of Academy</b>	Mainstream Secondary with Sixth Form
<b>Specialist Provision on Site</b>	Additionally Resource Provision (ARP) for Speech and Language / Communication

### INTRODUCTION

#### The kinds of SEND that are provided for at Pool Hayes Academy

##### Definition

Definition of **SEND**: ‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision (including access) to be made for him or her’.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age.
- Has a disability which prevents him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(**SEND Code of Practice** (2014 p.4).

Definition of Disability: ‘Many children and young people who have SEND may also 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-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘Long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ (**SEND Code of Practice** 2014, p.5). See also **Disability Discrimination Act (1995)** and **Special Educational Needs & Disability Act (2001)**.

SEND is broken down into 4 specific categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Although these are specific groups, we appreciate that some pupils 'cross over' into numerous groups

The delivery of **SEND** is a shared responsibility throughout the school through '**Quality First Teaching**', an idea that the lesson a student receives from his/her teacher should meet the differing needs of all students within that class. All staff teaching a **SEND** student will be able to access their IEP on ClassCharts and be responsible for implementing its recommendations and reporting on progress made.

#### What is SEND?

All teachers are teachers of **SEND** and will work together to plan a differentiated curriculum within their subject areas - where Teaching Assistants are in support of the teacher then their contribution will be recognised by being included in the lesson planning.

Admission arrangements for students with **SEND** are exactly the same as for all other students, unless a place at our **Additionally Resourced Provision (ARP)** is applied for, or supported by an EHCP.

The school is additionally resourced to admit a specified number of students who have severe and complex needs in the area of communication difficulties.

The school has been adapted to meet the needs of students with disabilities and **SEND** as far as is practical within the school's resources and the adaptation requirements of the building. These adaptations will be explained later in this policy.

**\*Please note – there are no lifts at Pool Hayes Academy\***

Student's progress is monitored termly with targets set for use in student Individual Education Plans.

Training is undertaken by staff to meet the specific needs of students with **SEND**.

We receive and use resources for meeting **SEND** in a number of different ways which are all accounted for to Governors and LEA.

## IDENTIFICATION AND ASSESSMENT

### Policies for Identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCo

#### Identification & Assessment

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they are newly arrived in this country. These reasons alone would not mean that a child or young person has **SEND**.

We identify whether children and young people have **SEND** in the following ways:

- Information that we may receive when a child or young person transfers to the school (if applicable) via the 'pupil passport';
- All Year 7 students will be setted based on Year 6 data. Additional SEND tests will carried out termly to track progress.
- If a child joins Pool Hayes Academy in a mid-term admission, they will be tested upon entry and information received via their respective school/s will be taken into consideration when setting groups or amending any curriculum.
- Considering information and assessments that we may receive from other professionals outside of the educational area; Eg - health services, etc;
- Identifying where students have greater difficulties in learning in relation to other children of the same age;
- Half termly monitoring of progress of individual children;

- Considering whether the student's rate of progress is in line with the progress of other children of the same age using a **Graduated Approach** ('Assess, Plan, Do, Review' process)
- Listening to what children and young people and their parents / carers tell us;
- Conducting our own more in depth assessment of learning; and seeking further views through consultations with other external educational professionals; Eg - **Educational Psychologists, Speech & Language Specialists, Advisory Teachers** etc.
- All teachers are responsible for referring a student to the **SEND** Team if they are concerned about a lack of progress. Intervention must first be made within departments. This is called **Universal / Wave 1 intervention**.

### SUPPORT AVAILABLE FOR CHILDREN WITH SEND

#### Other adults used in school to support students with SEND.

Extra support do we bring in to help us meet the SEND eg services, expertise etc.

How do we work collaboratively?

#### Teachers

All teachers are teachers of SEND and through our use of Class Support Plans (ClassCharts) all students' needs are met through 'quality first teaching'.

#### Support Staff

We have a number of support staff who work with a small number of students within lessons to assist them in meeting their learning outcomes and some support staff will also lead small groups and 1:1 intervention sessions for students who require additional support.

Through our Additionally Resourced Provision (ARP), we also have a specialist group of staff who support our students who receive support through the ARP.

These ARP members of staff will support in lessons but also by leading support groups such as 'Pragmatics' and offering support before school, at break times and through lunchtime clubs and homework club.

Support staff deployment will depend upon the need identified by the school and the Local Authority.

All support staff will work during tutor time on interventions required by pupils with SEND e.g. reading intervention and

	<p>pre teaching of vocabulary.</p> <p>Students with greater difficulties and / or an Education, Health and Care Plan (EHCP) will have a specified number of hours and funding attached to them in which they will receive support.</p> <p>Students who are not eligible for these hours can still be supported in some areas; Eg - PE lessons, etc.</p>
<b>Advisory Teacher</b>	<p>We have access to advisory teachers from the Education Department of Walsall Council who support the school on how to best meet the needs of our students with SEND.</p> <p>For any students who are experiencing additional difficulties, we can access support and guidance on how best to meet the needs of these students.</p>
<b>Visual stress</b>	<p>We have a specialised member of staff who works with a small group of students who have difficulties with visual stress. Dyslexia screening tests can also be undertaken by this member of staff.</p>
<b>Educational Psychologist</b>	<p>We have an Educational Psychologist who supports the school on a regular basis, assesses a small number of students who require support, and informs staff of how we can best meet their needs.</p> <p>Our Educational Psychologist will work with some staff dependent upon the children they are working with at that time. In addition to this, our Educational Psychologist is used to provide Continuing Professional Development (CPD).</p>
<b>Visual Impairment (VI)/Hearing Impairment (HI)</b>	<p>We have Visual and Hearing Impairment staff that attend the school to work with students who have visual or hearing impairments.</p>
<b>Speech and Language Therapists (SALT)</b>	<p>We have a Speech &amp; Language Specialist who attends on a weekly basis to work with students who have speech and language difficulties and offer staff training to best meet the needs of these students.</p>
<b>School Health &amp; Social Care</b>	<p>As part of the SEND Code of Practice, we support the health and social care of some students who require an Education, Health and Care Plan (EHCP).</p>
<b>Student</b>	<p>Some students may require a specialist to attend school to monitor their progress (such as a physiotherapist or visual</p>

<b>Specific Services</b>	<p>impairment advisory teacher).</p> <p>The school is not responsible for this but will accommodate to assist in meeting the needs of the child.</p>
<b>CURRICULUM AND TEACHING</b>	
<b>How do we use specialist resources to support pupils with SEND?</b>	
<b>Additionally Resourced Provision</b>	<p>Our Additionally Resourced Provision (ARP) allows for a calm environment where identified students can access a personalised area.</p> <p>We always have a member of our specialised staff in the ARP to accommodate students who may need support at any point throughout the day.</p>
<b>Support Staff</b>	<p>Support staff will provide materials / resources to best meet the difficulties of students with special educational needs and / or disabilities.</p> <p>Where necessary support staff will also assist students with physical disabilities.</p>
<b>Individual Behaviour Plans</b>	<p>For targeted pupils, IBP's will be triggered with the help of parents and pupil. A structured 6 week programme will then run by the SENCO based on the needs of the pupil.</p>
<b>ICT Resources</b>	<p>We have a range of Information Communication Technology (ICT) resources that help in assisting the needs of our students; Eg - laptops, Chromebooks, I-Pods, tablets, Kindles, etc.</p> <p>In addition, we have ICT specific learning programmes that assist in our students' development, such as Lexia, and Accelerated Reading.</p>
<b>Career</b>	<p>Regular staff training on best SEND related practise including scaffolding lessons and strategies to support needs.</p>

<b>Profesional Development</b>	
<b>How do we modify teaching approaches for individual students?</b>	
<b>Wave 1 - Universal Support (through Class Support Plans)</b>	Through Class Support Plans, all members of staff plan according to student needs and apply the guidance offered by professionals appropriately.
<b>Wave 2 - Targeted Support</b>	We apply targeted support through specialist staff and resources for students who are not making adequate progress.  This ensures that students can 'close the gap' with their peers.
<b>Wave 3 - Specialised Support</b>	There are times when not all students make adequate progress, so they receive small group / 1:1 support from specially trained staff in an attempt to address their weaknesses and better meet their needs.
<b>Learning Journey's and Knowledge Organisers</b>	Throughout Key Stage 3, 4 and 5 we use Knowledge Organisers and Learning Journey's so students understand what topics are being delivered throughout the year.  From this information specific vocabulary, reading lists and specific topics can be pre-taught to assist learning and progress.
<b>After School Sessions</b>	We run after-school sessions to accelerate learning or allow students additional time to complete their work.
<b>CONTACT WITH PARENTS</b>	

## Arrangements for consulting parents of children with SEND and involving them in their education.

We encourage the involvement of all parents / carers but particularly those with children and young people with **SEND**. We involve parents / carers at all stages of decision making. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. All parents / carers will be notified if we need to make additional **SEND** provision for their child. We see the partnership between parents/ carers and schools as being made fully aware of action and helping in the process of learning. We will request their attendance and advice at regular reviews and ask them to undertake additional support activities at home. We are happy to discuss any concerns there might be, and see them as equal partners in their child's learning and progress. We will also invite parents to sessions in which we think they can aid their child's learning at home by showing them online programmes and how to access them to assist their child's development.

We involve and inform parents/ carers by:

- Telephone
- Text Message System
- Review Meetings
- Consultation Days / Evenings
- Open-Door Policy
- Home-School Agreement
- Making time and staff available to attend outside agency meetings
- Making information available on support agencies
- Make reasonable adjustments for parents/ carers with disabilities. Please inform us of what ways we might be able to help.
- Student progress (parents evening)
- Student progress reports
- IEP SEN termly reports
- Annual reviews if a student has an EHCP

Where can parents get extra support?

<p><b>Parent Partnerships</b></p>	<p>The Walsall Parents Partnership Service (01922 650 330) can offer advice and support to parents of students with special educational needs and disabilities.</p>
<p><b>Parent Support Sessions</b></p>	<p>Parents have the opportunity to attend support sessions in which we offer tips and methods in how to support their child's learning.</p> <p>We run the 'Cygnet course' for parents as well as the 'Solihull approach to parenting' within school.</p> <p>All parents of students with SEND will be contacted via letter or text offering dates when these sessions will occur.</p> <p>If for whatever reason, parents are not able to make the session, but are still interested in attending, they can contact Mrs M Watkins (SEND Admin) via the school phone number (01902 368 147) to ask for alternative sessions.</p>
<p><b>What can parents/carers do if they are not satisfied with a decisions or what is happening?</b></p>	
<p><b>School Issues</b></p>	<p>If you have concerns you should initially talk with your child's form tutor.</p> <p>If you are not happy that your concerns are being managed you should speak with either the SENCO or your child's Head of House.</p> <p>If you are still concerned you can contact the Vice Principal (Mr Lawrence) on the school number.</p> <p>If you are still concerned you can write to the school SEND Governor (Mr Jake Hinks) or the Chair of Governors (Mrs Jackie Thompson) via letter.</p>
<p><b>Local Authority</b></p>	

<b>Issues</b>	<p>If your concern is with the Local Authority, you should contact the SENCO who can assist with your concerns.</p> <p>The Education Department at Walsall Council (01922 686 200) has a multi-agency panel who consider unresolved issues.</p> <p>You are entitled to appeal against any decision made about your child that you are not in agreement with.</p> <p>They will offer you an independent mediator if you are still not satisfied and the mediator will try to help you to agree a resolution with the Local Authority that you are happy with.</p> <p>Alternatively, the Parent Partnership Service (01922 650 330) provide independent information and advice.</p>
<b>TRAINING</b>	
<b>What training is offered for staff supporting pupils with SEND?</b>	
<b>Pathway and Careers Professional Development</b>	In school Career Professional Development (CPD) is held once per term for all staff at Pool Hayes Academy.
<b>Academy Training</b>	As part of a successful Academy Trust, support staff from Pool Hayes Academy will complete cross Academy Training looking into good practice from other Academy Schools within the trust.
<b>TRANSITION</b>	
<b>Arrangements for supporting children and young people in moving between phases of education and in preparing them for adulthood.</b>	
<b>Transition</b>	<p>The process of transition between key stages is supported by the SEND team. When pupils are in primary school, we have additional transition visits to Pool Hayes Academy prior to the official transition day set by the local authority.</p> <p>Pupils with specific and more complex needs will be visited at their respective primary schools with observations and discussions occurring with their existing staff. In addition to this, SEND reviews that are arranged prior to starting at Pool Hayes Academy will be attended by a lead member of the SEND team.</p>

From Year 9 onwards, the school's Aspiration Mentor or Careers Advisor is invited to review meetings to support students in the decisions that they make towards their future careers. All students are provided with a careers interview. Where **'Annual Reviews'** occur in Year 9, a **'Transition Plan'** is constructed with all in attendance at that interview. This will include **Information, Advice and Guidance** (AIG) from a careers advisor

Where appropriate, at the key points of transition from Key Stage 3 to Key Stage 4, or Key Stage 4 to Sixth Form, and Sixth Form to Further Education, employment or training Key Stage 4 to 5, the SEND team takes an active role in liaising with the learning establishment to which a SEND student moves. At each transition point, students are guided by the SEND Department and other professional agencies, as well as through whole-school evenings where parents / carers can consult with teaching staff.

## CONTACTS

### Useful telephone numbers and email addresses.

<b>SENCO</b>	Mr T Harris 01902 368147 t.harris@poolhayes.attrust.org.uk
<b>Inclusion and Safeguarding Lead</b>	Mrs H Marston 01902 368147 t.harris@poolhayes.attrust.org.uk
<b>SEND Link Governor Mr Jake Hinks</b>	Jake Hinks jake.hinks@academytransformation.co.uk 01902 369 147  The SEND Link Governor is responsible for: (i) ensuring there is an up-to-date SEND policy; (ii) ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school; (iii) ensuring that the necessary support is made for any child who attends the school who has SEND;

	(iv) making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his / her potential in school.
<b>Chair of Governors Mrs Jacky Thompson</b>	Jacky Thompson jacky.thompson@academytransformation.co.uk 01902 369 147