

SEND INFORMATION REPORT 2021/22



Pool Hayes
Academy

[#TransformingLives](#)

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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 regarding the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that 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.

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

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

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Mr Elliot Browne	SENCO	01902 368147
Lynn Williams	LAC Governor	01902 368147
Mel Watkins	SEND Administrator	01902 368147

Contact details of support services for parents of pupils with Special educational needs:

Useful Contacts

Finance	
Disability Living Allowance	0800 587 0912
Carers Allowance	0800 731 0297

Universal Credit	0800 328 5644
Cinema Card (£5.50 for 1 year if in receipt of DLA)	www.ceacard.co.uk
Carers/support	
Walsall Carers Centre	01922 610810 5/6 The Crossing at St Paul's Darwall Street Walsall WS1 1DA info@walsallcarers.org http://www.walsallcarers.org
Young Carers Children between the ages of 8-18	01922 655 419 Young Carers Project Myplace Centre Walstead Road West Walsall WS5 4PE
Carers Assessment	www.carersuk.org
Advice/Guidance	
Flexible Working Rights	0800 013 0313
Citizen's Advice	01922 700 600
Community Legal Advice	0345 345 54345
Walsall SENDIAS	0808 802 6666 Walsallsendiass@family-action.org.uk Manor Farm Community Centre Manor Farm Community Association, Community Centre King George Crescent Walsall WS4 1EU
Family Information Service	01922 653383 Early Help Hub 0300 555 2866 Option 1 The Quest 2nd Floor 139-143 Lichfield Street Walsall WS1 1SE
KIDs Advocacy	0330 062 835 www.kids.org.uk/mediation senmediation@kids.org.uk

The Children's Society	0300 303 7000 supportercare@childrenssociety.org.uk
ChildLine	www.childline.org 08001111
Bullying	www.anitbullyingalliance.org.uk www.beatbullying.org
Services	
Walsall SEN Team	01922 652871 Education Development Centre Pelsall Lane Rushall Walsall WS4 1NG
Short Breaks Service	01922 653 383
Walsall School Nursing Service	01922 423 349 Harden Health Centre Harden Road Walsall WS3 1ET
Child Development Centre	01922 605 800
CAMHS	01922 607 400 Canal side Abbotts Street Bloxwich WS3 3AZ
Autism	
Resources For Autism (Registered Charity)	West Midlands office BAYC 581 Pershore Road Birmingham B29 7EL E-Mail : lakhvir@resourcesforautism.org.uk

	<p>Tel : Manager: Laky Sahota 07891 476837</p> <p>Fax : Admin and Support: Jayne Hurley 07817 736096</p>
Autism West Midlands	<p>Telephone</p> <p>Reception: 0121 450 7582</p> <p>Helpline: 0303 03 00 111</p> <p>Email info@autismwestmidlands.org.uk</p> <p>Autism West Midlands Regent Court George Road Edgbaston Birmingham B15 1NU</p>
Mental Health	
Animated Minds	www.animatedminds.com
B-eat	www.b-eat.co.uk 0845 634 1414
Get Connected	www.getconnected.org.uk
HeadMeds	www.headmeds.org.uk
It's Not Your fault	www.itsnotyourfault.org.uk
My CAMHS Choices	www.mycamhschoices.org
National Self-harm Network	www.nhsn.co.uk
NSPCC	www.nspcc.org.uk 0808 800 5000
Rethink	www.rethink.org info@rethink.org 0845 456 5455
Samaritans	www.samaritans.org 08457 90 90 90
Teenage Health Freak	www.teenagehealthfreak.com
The Hideout	www.thehideout.org.uk
Young Minds	www.youngminds.org.uk
Youth Access	www.youthaccess.org.uk 020 8772 9900

Information on where the local authority's offer is published:

[Walsall SEND Local Offer \(mywalsall.org\)](http://mywalsall.org)

Pool Hayes Academy's Local Offer

1. The kinds of special educational needs provided for:

Refer also to Appendix A – Academy Needs Analysis

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'

All staff teaching a SEND student will be able to access their ISP on ClassCharts and be responsible for implementing its recommendations and reporting on progress made. All teachers are teachers of SEND and will work together to plan an ambitious curriculum within their subject areas. We teach to the top with all students and teachers making adaptations to the implementation of the curriculum to ensure that all students can access this ambitious intent. Where Teaching Assistants are in support of the teacher then their contribution will be recognised by being included in the lesson planning.

2. How the special educational needs of pupils are identified and assessed:

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 set based on Year 6 data.
- Additional SEND tests will be 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

2. Our academy's approach to teaching pupils with special educational needs:

- Wave 1 - Universal Support (through Class Support Plans) Through Class Support Plans, all members of staff plan according to student needs and apply the guidance offered by professionals appropriately.
- Wave 2 - Targeted Support 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.
- Wave 3 - Specialised Support There are times when not all students make adequate progress, so they receive small group / 1:1 support from specially trained staff to address their weaknesses and better meet their needs. This support may include additional maths and literacy, Lego therapy, pragmatics, emotional literacy, lapbook and designated keyworkers. Learning Journeys and Knowledge Organisers Throughout Key Stage 3, 4 and 5 we use Knowledge Organisers and Learning Journeys, 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. After School Sessions We run after-school sessions to accelerate learning or allow students additional time to complete their work

3. How we adapt the curriculum and learning environment for pupils with special educational needs:

Our Additionally Resourced Provision (ARP) allows for a calm environment where identified students can access a personalised area. 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.

Support Staff Support staff will provide materials / resources to best meet the difficulties of students with special educational needs and / or disabilities. Where necessary support staff will also assist students with physical disabilities. Individual Behaviour Plans 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 cohort lead based on the needs of the pupil.

4. Additional support for learning available to pupils with special educational needs:

We have several 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 session 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 clubs.

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 pre teaching of vocabulary. 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. Students who are not eligible for these hours can still be supported in some areas; Eg - PE lessons, etc.

5. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

Within the classroom environment all tasks are adapted to meet the needs of the students. The curriculum is also adapted to ensure all pupils needs are met. Teachers' feedback is a valuable tool we use to ensure all pupils are learning and progressing at the expected or higher rate. Within lessons smaller working groups are used to make the learning environment bespoke to the pupils. TA support within classes also aids not only the pupils but the teaching and learning within the learning environment.

6. What support is available for improving the emotional, mental, and social development of pupils with special educational needs:

We offer targeted intervention such as ELSA and streamlined Social, Emotional and Mental Health intervention to ensure we meet the needs of our young people. We offer bereavement counselling and basic hygiene interventions as well as ensuring we have regular wellbeing meetings with all pupils that need them.

7. How we assess and review the progress of pupils with special educational needs:

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.

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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.

8. The expertise and training of staff in relation to pupils with special educational needs:

All teachers are teachers of SEND and through our use of Class Support Plans (ClassCharts) all students' needs are met through 'quality first teaching'. Staff also receive 'career' regular staff training on best SEND related practise including scaffolding lessons and strategies to support needs where bespoke CPD opportunities can be explored.

9. Equipment and facilities to support pupils with special educational needs:

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. In addition, we have ICT specific learning programmes that assist in our students' development, such as Lexia, and Accelerated Reading.

Pupils also have access to a sensory area within our ARP, fidgets and different coloured paper and books for dyslexic students. Admission arrangements for students with SEND are 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 around 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.

10. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

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 – ISP's SEN termly reports - Annual reviews if a student has an EHCP

11. How we consult pupils with special educational needs about, and involve them in, their education:

We encourage students to speak about their education. We do this via annual ISPs for pupils on our SEN register and termly for children with an EHCP. Additionally, children with an EHCP will also have an annual review each academic year. There are various interventions that run throughout the year to engage SEN students on every level. We hold key worker and wellbeing session for SEN pupils who require them. The focus of these sessions can be academic or SEMH.

12. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

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.

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.

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 career's 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.

13. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

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. For any students who are experiencing additional difficulties, we can access support and guidance on how best to meet the needs of these students.

Visual stress 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.
Educational Psychologist 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.

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).

Visual Impairment (VI)/Hearing Impairment (HI) We have Visual and Hearing Impairment staff that attend the school to work with students who have visual or hearing impairments. **Speech and Language Therapists (SALT)** We have a Speech & 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.

School Health & Social Care 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). Student Some students may require a specialist to attend school to monitor their progress (such as a physiotherapist or visual Specific Services impairment advisory teacher). The school is not responsible for this but will accommodate to assist in meeting the needs of the child

14. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

15. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021						
SEND profile						
Total Number of pupils on SEND register 118						
SEND Support		Education, Health and Care Plans			% of academy population	
					SEND support	EHCP
91		27			8.58	2.54
% boys and girls		SEND and Pupil Premium % of SEND cohort		SEND needs breakdown should be shared with Governors using needs analysis template		
Boys 68.60	Girls 31.36	56.78				
Progress made by pupils with SEND Delete secondary or primary sections as appropriate						
Achievement – Year 11						
	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	14	174	11	3	10	78
Progress 8	0.12	0.21	0.07	0.30	0.19	-0.03
Attainment 8	30.84	44.52	30.07	33.67	29.6	39.94
Progress 8 English element	0.15	0.08	0.04	0.54	0.26	-0.13
Progress 8 Maths element	-0.28	0.14	-0.36	-0.01	0.34	-0.04
% Basics Level 4	21.4	63.2	18.2	33.3	10.0	52.6
% Basics level 5	0	40.8	0	0	0	21.9
Summary						
Effectiveness of targeted interventions						
Targeted interventions such as those relating to SEMH saw a decrease in poor behaviour and less detentions given. Targeted numeracy and literacy increased saw an increase in results for Maths and English at KS4.						
Wider Outcomes effectiveness for this cohort						
External agencies such as the Wolves Foundation and the West Brom Foundation will be in the academy this year to support the robust intervention programme already in place. These agencies will deliver sessions to help engage pupils who may be anxious or have anxiety regarding COVID 19. Also transition sessions will be helping to ensure year 7 pupils settle into the academy.						

Attendance and exclusions					
Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
85.33%	91.36%	50.46%	26.04%	6 (4.89%)	21 (2.23%)
<p>Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have.</p> <p>Here at the academy, we have access to Educational Therapist, Speech and Language and communication and hearing specialists. They ensure that pupils within the academy have the necessary resources to ensure they can reach their full potential. We also have carers advisors who work with KS4/5 who help regarding college and university applications.</p>					
<p>Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.</p> <p>All members of staff within the academy have attended a SEND surgery. This surgery gave in-depth detail regarding all SEN K and EHCP student within the academy. Every Member of staff has been sent the SEN register and documents to ensure the best quality first teaching can take place. This has been reflected in our curriculum intent as we want to make the learning environment within the academy as inclusive as we can, not intrusive. Classcharts is also being used by members of staff as all information is uploaded to classcharts. This gives information about specific needs, strategies and latest ISP/EHCP information.</p>					
<p>SEND Objectives for 2021-22</p> <ul style="list-style-type: none"> • To maintain and ensure our robust intervention package continues to meet the needs of our pupils. • To ensure our curriculum remains accessible and inclusive for KS4 pupils, so the highest outcomes can be maintained and achieved. 					

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	32	27.1	3.01
	Autistic Spectrum Disorders (ASD)	26	22	2.07
Cognition and Learning	Moderate Learning Difficulty (MLD)	60	50.8	5.65
	Severe Learning Difficulty (SLD)	0		
	Profound and Multiple Learning Difficulty (PMLD)	0		
	Specific Learning Difficulty (SpLD)	2	1.69	0.18
Social, Emotional and Mental Health (SEMH)				
Sensory and/or Physical Needs	Visual Impairment (VI)	1	0.84	0.09
	Hearing Impairment (HI)	4	3.38	0.37
	Multi-Sensory Impairments (MSI)	0		
	Physical Disability (PD)	2	1.69	0.18