

SEND Information Report

Academic Year 2023-2024



Review Date

September 2023

Ratified

Next Review

September 2024

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

<p>The academy makes provision for the following kinds of SEN</p>	<p>Pool Hayes provides educational provision for a wide range of SEN needs. Currently this includes students with visual and hearing impairments, dyslexia, social and emotional needs and reduced mobility. Pool Hayes does not discriminate against any type of SEN and seeks to review each student on an individual basis. Where adjustments, training and resources can reasonably be made, Pool Hayes will seek to support any student in accessing the academy and its full provision offer.</p>
<p>The academy identifies and assesses SEN by:</p>	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open Evening with SENCo available • Transfer information • Attending Year 6 annual reviews for students with an EHCP • Enhanced transition for Year 6 for identified students (and parents/carers) • Through Assessment Information • Subject analysis post termly assessments • Academy cohort analysis <p>Ongoing</p> <ul style="list-style-type: none"> • Teacher referral to SENCo as a result of in class observation and assessment (PHA referral form) • SENCo observations to monitor quality first teaching strategies and adaptive resources. • Through pastoral monitoring which includes referrals to Walsall Education Service (Stage 1, 2, 3) and other referrals such as to the Wellbeing Service • EHCP needs assessment <ul style="list-style-type: none"> • Exam Access Arrangements • Assessment by a qualified member of staff to identify needs and assess in line with examination boards.
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<p>There are many adaptations and interventions at PHA to support our students:</p> <ul style="list-style-type: none"> • Using cream backgrounds on Teaching PowerPoints • Modelling and scaffolding lesson content • Chunking tasks and instructions • Check Understanding of pupils regularly throughout lessons • Using adaptive activities • Using assessments and data to inform planning • Deploying Teaching Assistants to aid understanding

<p>How the academy supports children’s SEMH through interventions and the curriculum</p>	<ul style="list-style-type: none"> • Timeout Passes • SEN On Call • Access to SEND Space • Interventions e.g. Pragmatics and Time to Talk • Staff/Peer Mentoring • Assemblies • Health & Well-Being Lessons • Involvement in ISP meetings and generating SMART targets • Well-Being Champions • External Agencies e.g. Reflexions • Staff Training 				
<p>The academy supports SEN in accordance with its policy framework which is set out at:</p>	<p>All PHA Policies can be found on our website under Our Academy, then Policies or Procedures.</p> <p>This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2014 (updated 2020).</p> <p>These policies set out the academy’s approach to:</p> <ul style="list-style-type: none"> • Assessing and review of the progress of children with SEND • Teaching children with SEND • Adapting the curriculum and learning environment for children with SEND • Making decisions on additional support in relation to children with SEND • Ensuring inclusion of children with SEND with children without such needs across all academy activities • Supporting the emotional, social and mental development of children with SEND • Evaluating the effectiveness of our provision for our children with SEND. • Providing interventions to support individuals needs • Making reasonable adjustments in teaching strategies and resources to aid learning. • Communicates with parents about interventions includes wave 3 numeracy and literacy. • Communicated with parents about pragmatic interventions over SEMH workshops and therapies. 				
<p>The academy’s SENCO’s details are:</p>	<table border="1"> <tr> <td data-bbox="571 1776 815 1821">SENCo:</td> <td data-bbox="815 1776 1398 1821">Mrs Rachel Edmunds</td> </tr> <tr> <td data-bbox="571 1821 815 1865">Email:</td> <td data-bbox="815 1821 1398 1865">rachel.edmunds@attrust.org.uk</td> </tr> </table>	SENCo:	Mrs Rachel Edmunds	Email:	rachel.edmunds@attrust.org.uk
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Email:	rachel.edmunds@attrust.org.uk				
<p>The academy’s staff have been trained and have expertise in the following areas:</p>	<p>All staff at PHA receive training on how to meet the needs of all learners and in particular strategies to support students with: ASD, ADHD, Autism, dyslexia and visual and hearing impairments. The SENCo has completed the nationally accredited qualification required to be in the role of SENCo.</p>				

<p>The academy will secure equipment and facilities for children with SEND by:</p>	<ul style="list-style-type: none"> • Planning through its annual budget • Applying for Higher Tier Funding • Applying for grants/additional funding • Buying into the local authority offer
<p>The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:</p>	<ul style="list-style-type: none"> • Annual Reviews • Parents' Evenings • Plan, do, review cycles • Ongoing communication • Open door policy • ISP/EHCP reviews
<p>Arrangements for consulting young people with SEND and involving them in their education</p>	<p>Children in our academy share their voices in our school by:</p> <ul style="list-style-type: none"> • Expressing their thoughts and ideas in ISP meetings • Contributing to the decision-making process of SMART targets <p>We also encourage pupils to get involved with extra-curricular activities in order to help them organise their time and promote good standards of behaviour and emotional routines.</p>
<p>Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:</p>	<p>Following our Complaints Procedure</p>
<p>The academy works with other agencies to support children with SEND and their families:</p>	<ul style="list-style-type: none"> • Walsall SEND Services • Walsall Education Service • Reflexions • CAMHS • North Star • Speech and Language Services, Walsall • SWING bereavement Services • Walsall Hearing Services • School Nursing • Other as required
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS)</p>
<p>The academy works on transition arrangements for</p>	<p>Year 6 into 7 Transition</p> <ul style="list-style-type: none"> • Open communication with SEND Team available • SEND Team meetings with feeder schools

children joining or leaving the academy by:

- Transfer information
- Attending Year 6 Annual Reviews for students with an EHCP
- Extra SEND Transition Day
- Visits upon request

Year 11 to Post-16/Post-16 onwards

- Independent Careers advice (Year 9 onwards)
- Careers education
- Year 11 Parent/Carer and student Interviews
- Parents' Evenings
- Enhanced transition visits
- Support with learning/practicing travel routes
- Parent/carers meetings
- Meetings with local FE providers
- SEND Careers Workshops

The Local Offer produced by the Walsall Local Authority is available at:

[Walsall Local Offer](#)