



GREAT WYRLEY ACADEMY

Special Educational Needs Information Report

Special Educational Needs Information Report	
Responsible Committee:	Great Wyrley Local Advisory Board
Policy Coordinator:	Assistant Headteacher
Date devised by Board of Directors:	June 2020
Next review date:	June 2021

SEN information report

1 The kinds of SEN that are provided for

The kinds of SEN that our school currently provides additional and / or different provision for a wide range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate / severe learning difficulties

2 Identifying students with SEN and assessing their needs

Great Wyrley Academy will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap
- Presenting persistent emotional and / or social and mental health difficulties, which have not been managed by personalized strategies.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment
- Poor communication and interaction, requiring specific interventions to access learning.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having an SEN need.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3 Consulting and involving students and parents / carers

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

Parents / carers will have opportunities to discuss their child's progress in relation to their special educational needs during parent consultative evenings. Alternatively, parents / carers can contact the school SENCO, who will be happy to organise a meeting where this can be discussed.

If a student has an EHCP, the student and their parent / carer will be required to be part of the annual review procedure, by recording their views formally.

We will formally notify parents when it is decided that a student will receive SEN support.

4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant the assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

All students who appear on the SEND register will have their targets reviewed on a termly basis. The SENCO oversees its process and advises pupil support assistants on targets. For students who have a Statement of Special Educational Needs /

Education, Health and Care Plan (EHCP), the school support services may also suggest targets. This information is used in the annual review process to inform decisions about the level of the provision required.

The review process for students with a Statement or EHCP is the following:

- All teaching staff concerned with the student are consulted and have opportunity to contribute via the SENCO
- All of this information, alongside the Local Authority paperwork is collated and provided in advance (2 weeks) before the date of the meeting.
- A meeting takes place with all involved parties and, if necessary the representative from the Local Authority.

5 Supporting students moving between phases and preparing for adulthood

Transition from Primary School

The SENCo will attend any annual / transition reviews for students that anticipate that they will attend Great Wyrley Academy. It is at this meeting that any specific transitional arrangements can be made, such as any opportunities for extended transition visits, to encourage a smoother transition. Ongoing regular contact with feeder primary schools and their parents / carers is encouraged so that support is implemented successfully.

Preparing for Adulthood

Preparing for adulthood provision, such as careers advice, PSHE opportunities, work experience opportunities, off-site visits and support for transition into Key Stage 4, is given to students during year nine and beyond. Individual needs are discussed with key staff about appropriate pathways, led by the SENCo.

Through the PSHE curriculum, subjects such as sexual health, personal hygiene, money management and life skills are covered and differentiated for students with SEN.

If travel training is identified as a need, this can be discussed with the SENCO and provided for.

Transition to Post-16 Provision

Students transitioning to Great Wyrley's post-16 provision will have the same offer as those in the 11 – 16 curriculum. This will be reviewed in accordance with the SEN Policy.

Where a student plans to transition to other post-16 establishments, the SEN leader from the college of choice (if this is identified prior to the meeting), will be invited to the Statement / EHCP review where necessary. If the student is at SEN Support, an informal review meeting can be arranged if deemed appropriate. Personalised visits to the post-16 establishment of choice can be organised if necessary.

Transition to Post-18 Provision

Students exploring opportunities to remain in education at eighteen and over will have access to advice and guidance as necessary.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents / carers and students which information will be shared as part of this.

6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- Literacy and numeracy interventions to close the gap and increase skills
- Handwriting and presentation skills
- Spelling
- Reading and reading comprehension
- Working Memory
- Making the most of access arrangements
- 'Gremlin' CBT interventions, for Anxiety, Stress and Anger.
- 'Chill and Chat' lunchtime club

This list is not exhaustive and personalised interventions can be introduced on a case-by-case basis.

7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

8 Additional support for learning

We have pupil support assistants (PSA's) who are trained to deliver interventions such as those included above.

PSA's will support students on a 1:1 basis when a student has complex difficulties within the broad areas of need and this is provided via an EHCP which is funded by the Local Authority.

PSA's will support students in small groups when this is required as differentiation within the classroom; or, when conducting a small group intervention.

We work with the following agencies to provide support for students with SEN:

- Local Authority SEN Support Service
- Autism Outreach Service
- CAMHS
- Visual and hearing impaired service
- NHS Occupational therapy
- NHS physiotherapy team
- NHS Speech and Language team
- Staffordshire parent partnership service

This list is not exhaustive and the school will work alongside necessary agencies when required to do so.

9 Expertise and training of staff

The SENCo alongside the SEN team, will provide an annual update to all staff. In addition to this, training to all staff on specific SEN needs takes place throughout the year.

Individual strategies to support specific students on the SEND register is given via the learning needs passports, which are updated regularly. Once per week, one student profile is highlighted as a 'student of the week' to raise awareness of their needs. In addition to this, a weekly SEN update is given to all staff.

The SENCO is allocated five full days per week to manage SEN provision.

We have a team of 5 pupil support assistants (PSA's) who are trained to deliver SEN provision.

10 Securing equipment and facilities

The school will liaise with any specialist support service, with regards to specialist equipment and facilities.

All facilities within the school building can be accessed by all.

11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Conducting 'student voice' opportunities, such as interviews and questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress

- Holding annual / interim reviews for students with statements of SEN or EHC plans

12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

13 Working with other agencies

Great Wyrley Academy will liaise with other agencies when:

- There are safeguarding concerns with regards to a student with or without SEN
- It is necessary to meet the student need in school
- The student has an EHCP or is being assessed for an EHCP, we will liaise with the Local Authority about this process
- Charities request support for events that support the enrichment of students with SEN.

The school will liaise with any specialist support service, with regards to specialist equipment and facilities.

14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents or carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of students with SEN

Staffordshire SEND Planning and Assessment	01785 356854
SENDIASS for Walsall	01922 650330
Walsall Children's services : SEND Assessment	01922 652871

15 The local authority local offer

Our local authority's local offer is published here: [Staffordshire County Council Local Offer \(link\)](#).

16 Monitoring arrangements

This policy and information report will be reviewed by Mark Bourne, SENCo **annually**. It will also be updated if any changes to the information are made during the year, including any legislative changes.

It will be approved by the governing board.

17 Links with other policies and documents

This report links with the following school documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions