



GREAT WYRLEY ACADEMY

Special Educational Needs Information Report	
Responsible Committee:	Great Wyrley Local Advisory Board
Policy Coordinator:	Assistant Headteacher
Date devised by Board of Directors:	September 2022
Next review date:	September 2023

SEN information report

1 What is the Local Offer?

Local authorities must publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs (SEN) or are disabled, including those who do not have education, health and care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The relevant local authority local offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review (Source SEND Code of Practice 2014)

2 What is our 'Information Report'?

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what services young people and their families can expect from the school and therefore more choice over what support is right for an individual pupil.

3 What are the types of SEN that Great Wyrley Academy provides for?

Great Wyrley Academy supports students who have SEN under one or more of the four broad areas of special educational needs. These are;

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- Cognition and learning, for example Dyslexia, Dyspraxia, Learning Difficulties
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, spinal injuries

4 How does Great Wyrley Academy identify pupils not making progress and how do we assess pupils with SEN?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

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, which requires SEN support.

5 How does Great Wyrley Academy involve parents of students with SEN?

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

Parents / carers will have opportunities to discuss their child's progress in relation to their special educational needs during parent consultation 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.

6 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 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 an 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.

7 How will Great Wyrley Academy support my child during phase transitions?

Transition from Primary School

The SENCo will attend any annual / transition reviews for students with SEN 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 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.

8 What is 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 may also provide interventions to support students. These may include;

- literacy and numeracy interventions to close the gap and increase skills
- handwriting and presentation skills
- Fresh Start reading intervention
- making the most of access arrangements
- use of zones of regulation for Anxiety, Stress and Anger.
- 'Chill and Chat' lunchtime club
- Think Good Feel Good

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

9 What adaptations to the curriculum can be made?

All students with SEN at Great Wyrley Academy are expected to access a full, broad and balanced curriculum alongside their peers.

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

- by scaffolding lessons to ensure all students are able to access them
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- quality first teaching strategies such as giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

10 What additional support for learning is provided at Great Wyrley

We have teaching assistants (TA's) who are trained to deliver interventions such as those included above. TAs will support students on a small group 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. TAs 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.

11 What expertise and training do staff have at Great Wyrley Academy

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 passports, which are updated regularly. A weekly SEN update is given to all staff.

The SENCO is a qualified teacher, holds the SENCO qualification and has the Certificate for Psychometric Assessments and Exam Access Arrangements Testing. We have a team of 4 teaching assistants (TAs) who have all received training in autism and we have some TAs and teachers who are Fresh Start (phonics) trained. We have an Assistant SENCO who is based in the SEN department.

12 How is the school accessible for pupils with SEND?

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.

13 How do we evaluate 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 (provision mapping)
- conducting 'student voice' opportunities, such as interviews and questionnaires
- monitoring by the SENCO
- holding annual / interim reviews for students with EHC plans

14 How do students with SEND engage in activities available to those in the school compared to those who do not have SEND?

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 SEND or disability.

15 How does Great Wyrley Academy work 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
- The school will liaise with any specialist support service, with regards to specialist equipment and facilities.

16 Who is responsible for SEND at Great Wyrley Academy?

Miss Carol Chin - SENCO and Senior Leader

Mr Ian Moreton - Headteacher

The SENCO is responsible for:

- Coordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all pupils get a consistent, high quality response to meeting their needs in the school.
- Ensuring that parents are:
- Involved in supporting a pupil's learning
- Kept informed about the support a pupil is getting
- Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into the school to help support a pupil's learning e.g. speech and language therapy, educational psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a pupil's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help pupils with SEND in the school achieve the best progress possible.

Class teacher Responsible for:

- Checking on the progress of a pupil and identifying, planning and delivering any additional help a pupil may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Supporting the 'Assessment, Plan, Do, Review' cycle and sharing information to support pupil progress outcomes.
- Ensuring that all staff working with a pupil in the school are helped to deliver the planned work/programme for that pupil, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND programme is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher Responsible for: the day to day management of all aspects of the school, which includes

- The support for pupils with SEND
- Delegating responsibility to the SENCo and class teachers for ensuring that pupil's needs are met
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

17 What should I do if I have a complaint 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

18 What are the contact details of support services for parents of students with SEN?

Staffordshire SEND Planning and Assessment	01785 356854
SENDIASS for Walsall	01922 650330
SENDIASS for Staffordshire	01785 356921
Walsall Children's services : SEND Assessment	01922 652871

19 The local authority local offer

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

20 What are the monitoring arrangements for the SEN policy?

This policy and information report will be reviewed by Carol Chin, 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.

21 Does the SEN policy 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