

SEN Information Report – September 2021

Contents

1. The kinds of special educational needs for which provision is made at the school:	2
2. Information about the school’s policies for the identification and assessment of pupils with special educational needs:	3
3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:.....	4
a. How the school evaluates the effectiveness of its provision for such pupils:	4
b. The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs:	4
c. The school’s approach to teaching pupils with special educational needs:	6
d. How the school adapts the curriculum and learning environment for pupils with special educational needs:	6
e. Additional support for learning that is available to pupils with special educational needs:.....	6
f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs:	7
g. Support that is available for improving the emotional, mental, and social development of pupils with special educational needs:.....	7
4. The name and contact details of the SENCo	8
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:.....	9
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured:	10
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child:.....	11
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education:	12
9. The arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:	13
10. How the governing body involves 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:	14
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32:.....	15
12. The school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living:	16
13. Information on where the local authority’s local offer is published:	17

1. The kinds of special educational needs for which provision is made at the school:

West Bromwich Collegiate Academy is a mainstream Academy that opened in September 2019; it is part of the Shireland Collegiate Academy Trust. In September 2021 the Academy will have a total of 485 students. The Academy does not have any specialist provision for any specific needs, and students are expected to be able to take part in the majority of mainstream lessons.

Amongst our students are a number who have identified special educational needs and disabilities (SEND). They include hearing and visual impairments; students with communication and interaction needs; students with cognition and learning needs; and students who have social, emotional, or mental health needs. Currently we have 63 students with an identified Special Educational Need; this number includes 9 students with an Education, Health and Care Plan. The national average for SEN students is 14.9%; the Academy has 15% so is slightly above the national average. For students with an EHCP the national average is 3.1% and the Academy's is 1.6% therefore we are below national average.

All students in year 7 will be taught through our Literacy 4 Life curriculum, this means that they will spend 17 hours a week with one teacher, in year 8 this drops to 13 hours with more discreet English, maths and science lessons added to the timetable; in year 9 Literacy for Life accounts for 5 hours of the timetable with a significant increase in the amount of discreet English, maths and science lessons. The Literacy 4 Life program students have their learning delivered through themes rather than individual lessons; these lessons encompass English, maths, science, the humanities and some aspects of art and design.

The current range of needs within the Academy includes:

- Autism Spectrum Disorder
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Visual Impairments
- Hearing Impairments
- Cerebral Palsy
- Social and Emotional Difficulties
- Speech and Language Needs

2. Information about the school's policies for the identification and assessment of pupils with special educational needs:

The majority of learning needs have been identified prior to students starting at the West Bromwich Collegiate Academy; however, if concerns were raised from any of the following areas:

- Teaching or support staff`
- Concerns parents/carers
- Internal or external data collections
- Primary school transition information
- Any other professionals who work with the student

A referral to the SENCo should be made to allow for further investigation. This would likely involve the following assessments (but not be limited to):

- Observations of the student in the classroom
- Discussions with teaching and support staff
- Conversations with parents/carers of the student
- Involvement of external agencies should the need arise
- Analysis of data

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including:

a. How the school evaluates the effectiveness of its provision for such pupils:

All students on the SEN register have frequently updated All About Me's which contain information for staff about best practice for teaching those students; these are written with input from students, parents/carers, the SENCo and external support agencies where appropriate. All students of the Academy, whether or not they are SEN, have regular assessment information communicated with home, as well as a full end of year report; this allows us to monitor the performance of our SEN students, alongside the non-SEN cohort.

Additional monitoring takes place through lesson observations, student interviews, as well as teacher and support staff meetings. All students are discussed by SLT at certain points throughout the year. Every term parents of SEN students are invited to discuss their child's progress and to agree new targets where appropriate.

b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

The Academy follows the graduated approach outlined by the SEND Code of Practice, all SEN students are placed on the graduated approach, this is not limited to EHCPs:



- Assess:

- In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as

information from the school's core approach to student progress, attainment, and behaviour. It should also draw on other subject 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 and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the student is developing.

- This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.
- Plan:
 - Where it is decided to provide a student with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the student the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
 - All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
 - The support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.
 - Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.
- Do:
 - The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
- Review:
 - The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.
 - The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans, SEND Code of Practice; 2015

c. [The school's approach to teaching pupils with special educational needs:](#)

Quality First Teaching (QFT) will be delivered to all students; primarily through their L4L teacher; this will ensure that all teachers are responsible for teaching students with SEND. Most students with SEND will have their needs met through QFT; where students require more support, a graduated wave approach will be used to deliver this. Where it is necessary to remove students for more targeted intervention, this will be done by Learning Support Workers or the SENCo working under the direction of the SENCo. This may involve specific in-house interventions, such as Accelerated Reader, interventions recommended by Inclusion Support, or those named on EHCPs.

d. [How the school adapts the curriculum and learning environment for pupils with special educational needs:](#)

The Academy is a mainstream school, and therefore it is expected that students will be accessing mainstream lessons. The design of the Literacy 4 Life curriculum allows for differentiation for the majority of students, and teachers work alongside the SENCo to ensure that lessons are accessible for our students. For students who require more specific interventions it may be necessary to remove them from non-core subjects to allow for extra curriculum time to develop their specific needs. From September 2021, a total of 3 students will be removed from German to allow them to access specific numeracy and literacy interventions that are outlined within their EHCPs or by parental request to support their learning; all of these students already speak an additional language. A range of additional items have been purchased to facilitate students being involved in mainstream lessons, including: individual work stations; overlays and coloured exercise books; task boards.

e. [Additional support for learning that is available to pupils with special educational needs:](#)

For students with an EHCP, support in lessons will be available from a member of our Learning Support Team; this will generally take the form of 2-1 support and will be focused on lessons where there is a high level of reading or writing required or where there is a specific need for the student. All students within the Academy have a laptop to use through the day, for students who require specific software for their needs this can be added to the laptop (for example visual impairment software). Interventions that are available to run from September 2021 are outlined below; these will be adaptable based on changing needs:



Wave 1 – For all students	Wave 2 – Working just below national expectations	Wave 3 – Students who require the highest levels of personalised support (EHCP or Statutory Assessment)
Quality First Teaching	Drive Workshops	Sound Discovery
Accelerated Reader	Guided reading/writing	Numicon
Maths Watch	Targeted study support	PECS
Big Write	Catch-up programmes	Mentoring
Big Read	Differentiated resources	Lego-Therapy
Focus Days		Social Stories
L4L Competency Based Curriculum		Hornet Literacy
TT Rockstars		Handwriting Support

f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs:

All students are able to take part in all activities. Where students have needs that prevent them from fully accessing an activity independently support will be given to ensure that they are able to participate – this may involve help to get changed for PE, or differentiating a task so that the student is able to participate, for example, lowering the net in badminton so that a student in a wheelchair is able to participate. At the beginning of the year, students are invited to apply to attend clubs, most of these clubs are non-selective, and anyone is welcome to participate. Some clubs, for example, Inclusion Homework Club will be targeted towards those students who need more support. Where students need to be removed from lessons for interventions, this will be done sympathetically to ensure that social time with non-SEN students is not lost and where possible they will be removed in small groups rather than individually.

g. Support that is available for improving the emotional, mental, and social development of pupils with special educational needs:

The majority of SEN students will have their emotional, mental and social development met through their PSHE sessions with their L4L teacher. Students who require additional support during non-contact times are able to access the Inclusion Hub where targeted work is done to ensure their social, emotional and mental health development. SEMH students are also discussed frequently at SLT meetings alongside other key groups. Where most specific intervention is required, we can offer the following:

- Every Child Needs a Mentor
- Nurture Intervention Sessions
- Referrals to CAMHs/BEAM
- Lunchtime Club
- Inclusion Support Services

4. The name and contact details of the SENCo

The SENCo is Mrs Caroline Martin, she has two key roles:

- Supporting students with English as an Additional Language
- Supporting students with SEND.

Mrs Martin can be contacted in the following ways:

- By emailing: senco@wbca.shirelandcat.net
- By ringing reception: 0121 292 4850
- By post:
 - West Bromwich Collegiate Academy
Kelvin Way
West Bromwich
B70 7LE

All visitors must call ahead to reception and to make an appointment if they wish to speak to the SENCo – walk-in appointments will not be accepted.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:

The Academy is able to access a range of external specialists' teams and services, including:

- Occupational therapists – work alongside the SEN team to develop physiotherapy for students
- Educational Psychologists – who offer advice and support around teaching students with SEN
- School nursing team
- Visual Impairment Team – who offer support to those who teach visually impaired students.

Within the Academy our Learning Support Team have a range of expertise, including:

- Moving and handling training
- Sound Discovery Training
- PECS training
- Numeracy Intervention
- Literacy Intervention
- Behaviour Management Training

Our staff training will centre around the students that are coming to the Academy with SEND needs and to those that we gain in the future. Some of this will be delivered in-house by members of staff including the SENCo, and we may look externally for other provision, including to Inclusion Support for specific training. Our learning support workers will be given the opportunity to attend training sessions to develop their ability to support students within the classroom and through small group intervention. This will be an on-going process. Some of our staff have already attended medical training for a variety of needs; and the SENCo has also completed the National Award for Special Educational Needs Coordination during the 2019/2020 academic year.

During the past Academic year all Learning Support Workers have had training on the Precision Teaching, which is used to support students who have difficulty with memory recall; moving and handling training and additional work around safeguarding students.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured:

The Academy building is fully accessible in all areas, including:

- A lift to access all floors of the building
- Evacuation chairs should the lift be out of action
- Disabled toilets on each floor

Personal Evacuation Plans are in place for all students who require additional support to leave the Academy in an emergency, and these are updated frequently.

The dignity and privacy of students is observed at all times to ensure that safeguarding procedures are maintained during toileting and other medical procedures.

A range of equipment has already been purchased for SEND students based on information provided by primary schools. Specialist equipment will be purchased in the future according to needs; and will be purchased through the SEN department budget and will form part of the notional SEN budget. Where a student has an Education, Health and Care Plan (EHCP) the funding will be used to purchase equipment to facilitate learning for that student with support to the Local Authority. Where possible, funding will also be used to place an extra adult in the classroom, although this would depend on the amount of funding available, any such support will be likely to be split between two students.

There is currently a small SEN hub located in the Academy, students will be able to access the hub at break and lunchtimes, and some students may be invited to develop their social skills. We may also look to run a specific SEN homework club where students can access extra support depending on numbers. Outside of break and lunchtime, we expect students to be in classrooms, not the hub, unless they have timetabled interventions.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child:

In September of each year, all parents/carers of students who are currently on the SEND register will receive a letter informing them that their child is on the register and a brief outline of what this means. It may be at this point that parents would like their child removed as there is no longer a SEND need; this would be done through a formal meeting to ensure that the needs of the student are being met.

Prior to any student being added to the SEN register, a conversation will be had with parents/carers to explain the reasons for this, and the support that is being offered. Before any interventions take place parents/carers of students will always be consulted, this is a requirement from the SEND Code of Practice; and parents will be frequently updated (by email, phone call or meeting) about the nature of interventions and how their child is progressing.

Parents/carers will also be invited to Coffee Afternoons at the Academy, where they can meet with the SENCo and Learning Support Workers and discuss any issues in a more informal environment. This will also give parents/carers of SEND students the ability to discuss needs and support with each other and allow them to build up a network of support. These coffee afternoons are likely to take place half-termly and all parents/carers of SEND students will be invited. Parents/carers will be offered support to enable them to help their child at home.

Should an EHCP be requested, a CAM meeting will be held with professionals and parents to discuss how best to support their child, and should the EHCP be granted, parents/carers will be consulted on the best use of this funding.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education:

Where appropriate, all students will be consulted on their SEND and plans for their education, alongside their parents/carers. This will allow are students to take some ownership of their education, and to plan how best they learn, this will be done through the “All About Me” with students at annual reviews where there is an EHCP in place, and through their Pupil Profiles if they are not in receipt of an EHCP. If students are receiving interventions, they will be consulted on the need for the interventions, and the planning of them, to ensure that they are effective.

9. The arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:

If you have any concerns about your child with SEND, the SENCo should be your first contact (details above).

If you still have concerns after this point, please contact the Principal: Mr George Faux, at the address above, or see the school website for the complaints procedure: <https://wbca.school>

10. How the governing body involves 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:

The Academy currently has service level agreements with a range of services, including:

- Sandwell Inclusion Support Service – including the SEN Advisory Teacher, Educational Psychologist, Behaviour Support Teacher, Specific Learning Disability Team and the Autism Spectrum Disorder Team.
- Child and Adolescent Mental Health Service (CAMHs).
- Murray Hall Community Trust (Health and Well-being).
- Every Child Needs a Mentor
- Sandwell Sensory Support Team – Visual and Hearing Impairment.
- Occupational Therapy.
- Speech and Language Therapy.
- NHS Hospital Consultants.
- Diabetes Team.
- Sandwell School Nurses.
- Shireland Collegiate Academy Trust Safeguarding Manager.
- Sandwell and Walsall LAC Virtual Schools.
- Young Carers

This list will develop according to the needs of the students who attend the Academy.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32:

- Sandwell SEND services: 0121 569 8240
- CAMHS: 0121 612 6620
- Inclusion support: 0121 569 2777
- Children Services: 0845 352 7133
- NSPCC (Birmingham): 0121 200 4600
- School Nurse (The Lyng): 0121 612 2974
- Sandwell Parents for Disabled Children: 0121 553 2093
- Autism West Midlands: 0121 5557863
- Sandwell Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS) and Sandwell Parent Voice: 0121 500 4010
- Sandwell FASTA (Faster Access to Sandwell Therapy Assessment – parents only) 0121 612 2010
- BEAM: <https://www.childrenssociety.org.uk/beam/sandwell>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living:

In ordinary circumstances parents have the opportunity to meet with the SENCo during the transition period, by making an appointment via their welcome packs. The SENCo will meet with her primary counterparts during the summer term so that we can meet the needs of our SEND students from September. SEND records will be collected during the local authority transition fayre in July to allow work to take place prior to students starting with us in September. All primary school students will have the opportunity to the Academy on the local authority nominated days, usually in July, and we will provide extra transition support for those students in receipt of an EHCP. As students with an EHCP approach year 9, work will be done to support them into their next phase of education.

Transition in the last two years has looked very different. Due to the Covid-19 pandemic, our transition days were done virtually. The SENCo has spoken to her counterparts at our feeder primary schools and the majority of SEND files have been received; however, work will need to be done with students and parents/carers in September to ensure that all needs of students are being met. Students in receipt of an EHCP have had differentiated transition work to complete.

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

The local offer from Sandwell Council can be found here: <http://www.sandwell.gov.uk/send>