

Section 1 – Introduction

West Bromwich Collegiate Academy is a brand-new Academy opening in September 2019 in West Bromwich, as part of the Shireland Collegiate Academy Trust; it will open with 175 students in year 7.

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 to have social, emotional or mental health issues. Currently we have 29 students with an identified Special Educational Need, and one student with an Education, Health and Care Plan (EHCP). The national average for SEN students is 14.9%; we have 16.5% so we are just above national average. For students with an EHCP the national average is 3.1% and ours is 0.5% therefore we are considerably below national average; although this is likely to grow as the Academy expands.

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, and have their learning delivered through themes rather than individual lessons. This means that SEND should be easier to identify and assess because of their familiarity with one teacher; because the curriculum is literacy based most SEND students will have their needs met through their L4L teacher.

Section 2 – Identification and Assessment of SEND

It is expected that the majority of special educational needs and disabilities would have been identified during primary school for our students. However, if needs are identified by teaching or support staff; these should be directed to the Special Educational Needs Coordinator (SENCo) for further investigation. This would involve observation of the student in the classroom; discussion with class teachers and support staff; conversations with parents/carers of the student; and potential involvement of external agencies should the need arise. In the first year any member of staff will be able to refer students to the SENCo; as the Academy grows it may be necessary to limit referrals to Heads of Department to prevent repeated referrals.

Section 3 – Provision for SEND

1. All students will be assessed half-termly, through assessments that will also go home to parents; these assessments will form the basis of the evaluation of the effectiveness for SEND provision in the school, along with monitoring of intervention.
2. Students will be assessed and reviewed through a graduated approach cycle:



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

3. 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.
4. It may be necessary for some students to be removed from certain non-core lessons in order to participate in extra intervention, this will only be done where QFT is not sufficient for the student to make progress and where there is no other alternative. These students will have specialist intervention from the SENCo or from support staff with expert knowledge.
5. Some students may benefit from additional support within the classroom, this will primarily be by our team of Learning Support Workers and will be directed by the SENCo and the class teacher. There is also scope to offer our students in-house counselling from a ChildLine trained support worker; art therapy; and occupational therapy focusing on fine and gross motor skills. Below are interventions currently provided by Shireland Collegiate Academy, these will be similar to the interventions that we will offer in the future.

Wave 1 For all students	Wave 2 For those working just below national expectations	Wave 3 For students with the highest level of need requiring personalised support
Quality First teaching, Accelerated Reader MyMaths Maths Watch Big Write Big Read Flipped Learning Focus Days/Achievement Weeks L4L competency based curriculum Century Learning GCSE Pod KS4 Study Support	Guided Reading Booster Groups Guided Writing Drive Workshops Better Reading Partnerships Ninja Maths TT Rockstars Targeted study support Catch up programmes Differentiated resources	Ruth Miskin Synthetic Phonics Better Reading Partnerships Read Write Inc Fresh Start Read Write Inc Spelling Reading Between The Lines Sound Discovery Precision teaching Lego Based Therapy Emotion Coaching Mentoring Talk-about-Teenagers In-class support Numicon Social Stories Handwriting Programme Hornet Literacy

6. All students, including those with SEND will participate in a full range of activities alongside their peers who do not have an identified SEND need. This may be with some support; including help changing for PE and transferring to the local leisure centre. Our L4L curriculum means that most students will be able to access the support they require within the classroom environment through QFT, for those who do need to be removed from lessons for intervention this will be done as sympathetically as possible to limit the loss of peer time; and where possible they will be removed in groups rather than 1:1.
7. The academy has signed up with the Murray Hall Community Trust to get specialist support for students with emotional, mental and social developmental needs. One of our Learning Support Workers has also worked with Childline and will be supporting some of our more vulnerable students. We also have relationships with the Child and Adolescent Mental Health Service (CAMHS) and BEAM who can provide support in these areas.

Section 4 – SENCo Contact Details

The SENCo is Mrs Caroline Martin; she can be contacted on 0121 565 8812; at senco@wbca.school or at the postal address:

West Bromwich Collegiate Academy
Waterloo Road
Smethwick
B66 4ND

Alternatively; our reception staff may be able to book you a meeting with Mrs Martin.

Section 5 – Expertise and Training of Staff

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 will be completing the National Award for Special Educational Needs Coordination during year 1.

Section 6 – Equipment and Facilities

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. 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. 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.

There is currently an SEN hub located in the Academy on the top floor, students will be able to access the hub at break and lunchtimes, and some students may be invited to play games etc, 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.

Section 7 – Consulting with Parents

When welcome packs are sent out to our new students, there is a form enclosed that allows parents/carers to book appointments with the SENCo to discuss any needs that may arise from transition, or any help they believe their child may require at the Academy.

In September, all parents 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 an SEND need; this would be done through a formal meeting to best meet the needs of the student.

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 – parental choice) about the nature of interventions and how they are 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.

Should an EHCP be required and granted, parents/carers will be consulted on the best use of this funding.

Section 8 – Consulting with Students

Where appropriate, all students will be consulted on their SEND and plans for their education, alongside their parents/carers. This will allow our students to take some ownership of their education, and to plan how best they learn, this will be done through discussion with students at annual reviews where there is an EHCP in place, but mainly through L4L teachers. 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.

Section 9 – Complaints Procedure for SEND

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 complaint's procedure www.wbca.school.

Section 10 – External Bodies

As a new academy we are currently building up our list of external agencies, these currently include:

- 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).
- 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 Birmingham LAC Support officers and social workers.

Section 11 – Useful Contacts

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

BEAM: <https://www.childrenssociety.org.uk/beam/sandwell>

Section 12 – Transition from Primary

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 attend transition day on the local authority nominated day, usually in July, and we may look to put on an extra transition day for pupils with SEND in the future.

Section 13 – Sandwell Local Offer

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