Wednesfield Academy

Special Educational Needs and Disability (SEND) Information Report

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. To further corroborate this statement, the SEND Code of Practice (2014) states 'A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision additional to or different from that normally available topupils of the same age'.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Guiding Principles:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs and disabilities (SEND), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents

- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

- to further corroborate this statement, the SEND Code of Practice (2014) states 'A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision additional to or different from that normally available to pupils of the same age'.

Admission arrangements for SEND pupils:

Wednesfield Academy provides a broad and balanced curriculum for pupils of all abilities. Whatever their ability, each child is encouraged to reach their potential. We recognize that some pupils will require extra support to reach their potential and therefore, we have a range of support available.

Pupils are admitted to Wednesfield Academy at the age of 11 without reference to ability, aptitude, race or religion. The school's admission criteria (as set out in the Wednesfield Academy

Prospectus) is applied to applications from the parents of pupils with special educational needs and/or disability.

SEND Specialisms:

Wednesfield Academy does not specialise in making provision for any particular special educational need or disability and does not have specialist units. The school aims to provide a flexible and inclusive curriculum for all of its pupils.

Facilities for SEND pupils:

Wednesfield Academy has disabled toilets and ramps to assist access to the ground floor of some buildings. There is a lift available in the main building. We have an evacuation chair in the case of an emergency.

Roles and Responsibilities:

Provision for pupils with special educational needs and disability is a matter for the school as a whole. All members of staff have important responsibilities in this process:

The **Trust Board**, in co-operation with the Headteacher, determines the school's policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and has oversight of the school's work.

The **Headteacher** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher keeps the Governing Body fully informed and also works closely with the school's SEND team.

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCO) works closely with the **SEND team**, Leadership and fellow teachers to plan the strategic development of the SEND policy and provision. The **SEND team** has responsibility for the day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND, particularly through *the Wave 1 and 2 provisions* (see SEND policy). The SEND policy is available on the school's website.

All teaching and support staff are fully aware of the school's procedures for identifying, assessing, and making provision for pupils with SEND. All teachers are responsible for planning an inclusive curriculum and acting as the primary source of support for pupils with SEND. All teaching staff and **Learning Support Assistants** (LSAs) have training throughout the year on how to provide a wide curriculum and how to meet the learning and social needs of SEND pupils.

In addition to the above, we recognise that **parents and carers** have a key role to play in supporting pupils with SEND to reach their potential. Therefore, we encourage their attendance at review meetings alongside the implementation of suggested strategies written in the pupil's passport.

Arrangements for coordinating the provision of education for SEND pupils:

The SENDCO co-ordinates the work of the SEND team and that of external support services. The SENDCO takes the lead in the strategic development of the school's SEND policy and provision to meet the needs of SEND pupils. The SEND Team undertakes the co-ordination of provision for SEND pupils.

The identification and assessment of SEND pupils:

Wednesfield Academy will admit pupils who have already been identified as having special educational needs and or a disability. A pupil may have been identified by their primary school as having SEND. The SENDCO will facilitate liaison between a pupil's primary school and the SEND team so that the pupil's SEND can be identified and discussed. This allows for early intervention to be planned for in order to achieve a smooth and successful transition for SEND pupils.

Wednesfield Academy is aware that any pupil admitted to Year 7 may have unidentified special educational needs and/or a disability, that children's special educational needs and disability may change over time and that the period of transfer and adjustment to a new school, which is crucial to all pupils, may hold a particular challenge for a pupil with special educational needs and or disability. To assist in the identification of SEND pupils, the school will assess all pupils' current levels of attainment on entry, using screening test results.

The process of transition between key stages is supported by the SEND team. From year 9 onwards, the school's career advisor is invited to review meetings to support pupils in the decisions that they make towards their future careers. All pupils are provided with a careers interview. Where appropriate, at the point of transition from Key Stage 4 to further education, the SEND team takes anactive role in liaising with the learning establishment to which a SEND pupil moves.

At each transition point, pupils are guided by the SEND Department to support their academic progression and ambitions and prepare them for adulthood.

Assessment occurs throughout a pupil's time at Wednesfield Academy, with their progress being measured by reference to:

- Evidence from teacher observation and assessment
- A pupil's performance against the level descriptions within the National Curriculum at theend of a key stage
- Standardised screening or assessment tools.
- Pastoral information, such as attendance, mental health, safeguarding and behavior.

All teachers are responsible for referring a pupil to the Head of House and the SEND Team if they are concerned about a lack of progress. Intervention must first be made within departments. If a referral is necessary, staff make a referral via the Head of House or SEND Team which will give the SENDCO detailed information.

Wednesfield Academy is also responsive to expressions of concern about progress from parents, pupils and other professionals and will investigate all such referrals.

Pupil Passports for EHCPs.

Pupils on *Wave 2* in Years 7 to 11 *will* have meetings three times a year, at least one of which will be in person, to which parents and pupils are invited to submit their opinions about a pupil's progress. Wednesfield Academy will then create a Pupil Passport. The passport is written during the

pupil's annual review meeting, which also includes the completion of statutory Local Authority Paperwork.

The Passport for a Wave 2 pupil includes:

- diagnosis
- recommended teaching strategies and strategies for support by parents and carers
- the provision to be put in place
- interventions the child has previously, or is currently receiving
- reading age
- outcomes (to be recorded when the passport is reviewed)

The passport will be discussed with the pupil and a copy will be sent to parents. Passports are devised from an overall yearly plan produced in consultation with parents and pupil.

Monitoring and Reviewing Passports:

The passports will normally be reviewed three times a year in consultation with the pupil and parents. There will be a yearly review to evaluate the pupil's progress and the success of intervention. At this time a decision will be made about any future action required; plans for further intervention will also be made.

Working passports are continually kept 'under review'. The progress of pupils will be monitored through our rigorous data tracking system.

Pupil Passports for Wave 1 pupils.

Pupils on *Wave 1 and 2* in Year 7 - 11 will have meetings at least three times a year, including a minimum of one parents evening. In compliance with the SEND Code of Practice (2014), parents/carers, pupil and the SENDCO work together to create a comprehensive picture of the pupil's needs and to set targets that will impact positively on the pupil's progress. Wednesfield Academy will then complete the child's pupil profile and a copy shared with all interested parties. This will be reviewed at the end of the academic year.

The curriculum for SEND pupils:

Wednesfield Academy recognises its responsibility to provide all pupils with a broad and balanced curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups ofpupils.

Support for improving a child's emotional and social development:

At Wednesfield Academy, all pupils are placed in a House to ensure their pastoral care. Within this pastoral care system, pupils receive support and guidance from a Form Tutor, whom they see each day, and a Head of House, who oversees their holistic care and academic progress. All children, including those with SEND, have the opportunity to join the school council and undertake a range of ambassadorial roles in and around school. Extra pastoral support programmes are available for pupils to improve social and emotional development which are provided under Wave 1 (see appendix).

Wednesfield Academy is a 'telling school' where all pupils are expected, encouraged and supported to report any incidents of bullying.

A graduated response to SEND:

The special educational needs and disability provision at Wednesfield Academy is designed to help pupils to become independent learners. The school has adopted the model described in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015). There are three levels of intervention *(Please see Local Offer in the Appendix).*

Monitoring:

These pupils are supported within lessons and departments. Interventions that may be used are provided in the appendix.

If it is thought that a pupil may need further support to help them progress, then a teacher should inform their Director of Learning and/or the pupil's Head of House who will implement and monitor any required intervention. If this does not have the desired impact, the SEND Team will then be informed. The SEND Team will then undertake a further assessment of the pupil's individual learning needs and consult parents. If it is concluded that the pupil does require additional support to help his/her progress, then they will have opportunities for specific interventions, which may result in the pupil being moved to Wave 1.

Wave 1:

Wave 1 will be suitable for pupils who are still not progressing at a monitoring level or who have had intervention from agencies outside of school. Pupils at Wave 1 will have a passport.

Although developed with the help of outside specialists, the strategies specified in the passport will be implemented as far as possible in the normal classroom setting. Please see the appendix for the interventions available at this stage.

Wave 2 Educational, Health and Care Plan (EHCP)

Pupils may not make adequate progress despite the help given through monitoring and Wave 1. In these circumstances, the SENDCO, in consultation with the pupil, parents and any external agencies already involved, will consider whether to ask the Local Authority to initiate an assessment for an Education Health and Care Plan (EHCP).

Annual review of an EHC Plan:

Pupils will have an annual review of their EHC Plan. Pupils will be monitored through data tracking and monitoring throughout each year, alongside a minimum of one parents evening and a further SENDCO meeting.

Complaints Procedures:

Wednesfield Academy aims to work in partnership with parents of children with special educational needs and/or disability and thereby avoid disputes. All complaints from parents of pupilswith special educational needs and/or disability concerning the provision made at the school will be taken seriously and we will seek to resolve them amicably.

SENDCO Contact Details:

The point of contact for SEND at Wednesfield Academy is Miss J Williams (SENDCo). She can be contacted via school postbox postbox@wednesfieldacademy.co.uk

The Local Offer

Details of the Local Offer for Wolverhampton can be found
here:
https://www.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0

Appendix One
Special Educational Needs and Disability register

Pupils on the register will be assigned a "Wave" according to the guidance below.

Wave 2 pupils will have been assessed and awarded an Education, Health and Care Plan which will be reviewed annually. This will be very specific about the needs of the pupil and the strategies that willhave to be employed to support the pupil and will be funded by the Local Authority. Wave 2 pupils are coded E on the annual school census.

Wave 1 pupils will be pupils with Special Educational Needs and Disabilities that are displaying one or more of the following. Wave 1 pupils are coded K on the annual school census.

• Making little or no progress even when teaching approaches are targeted particularly to a pupil's identified area of weakness

• Showing signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas and these needs cannot be met via Quality First Teaching alone.

• Presenting persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school

• Having sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment

• Having communication and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

• Having obvious working memory problems.

The Monitoring Register

Some pupils have Special Educational Needs and Disabilities and make the expected progress according to their starting points. These pupils are not on the SEND register as their needs are met by Quality First Teaching but are placed on the Monitoring Register which is overseen by the SEND Team and the Head of House.

Appendix 2 Wednesfield Academy: Local Offer

Monitoring Register	SEND Register-Wave 1	SEND Register-Wave 2
Quality first teaching delivered by teaching staff who receive regular training on SEND through the school's CPD programme. Pupil support through the House system Teachers use attainment and progress data to track underachievement and address it in a timely fashion. Monitoring of progress by Heads of House and Directors of Learning. Spelling skills: Look, Cover, Write, Check. Read to Succeed in Form Time 40 minutes a week (all years) Academic reading built into the curriculum for all subjects Numeracy opportunities built into subjects beyond Maths. Knowledge organisers/Curriculum maps to scaffold learning. Regular retrieval of knowledge helps manage cognitive load. Care Plans for pupils with medical conditions. Clear success criteria given for lesson activities. A feedback culture where pupils are guided to reflect on what they are doing well and what they need to do to improve. They are given time and further support to make improvements to their work. Targeted interventions, including Catch Ups, Period 6 sessions for Year 11 students and Revision sessions. Careers Advisor. Extra-curricular clubs and trips. University excursions to raise aspirations and develop interest in particular subject disciplines. Access to mental health support both in-house and external.	Interventions listed in Monitoring register and – Pupil Passport and Review Meetings in line with the SEND Code ofPractice 2014. Homework Club and AM interventions Access Arrangements testing and implementation. Overlays for pupils with specific learning difficulties Laptops and Reader pens where recommended by professionals. Foam grips (where recommended by professionals) Handwriting programme Spelling support Numeracy Intervention e.g. Numeracy ninja, numeracy mentors Lexonik (literacy support) Touch typing Reading mentors Fresh start programme Comprehension intervention Talkabout club Outside Agency involvement where required including; Outreach Team, Educational Psychologist, Occupational Therapy, School Nurse and Speech and LanguageTherapy. Focus tools Ear defenders/ Loop ear buds Access to the Success Centre Access to the Aspire SEND Hub	Interventions listed in Monitoring Register, Wave 2 and: Educational, Health and Care Plan(EHCP). LSA support in classroom as specified within the pupil's EHCP. Termly reviews in line with the SENDCode of Practice 2014 including the statutory annual review. Access Arrangements provided inconjunction with EHCP. Access to the Success Centre Access to the Aspire SEND Hub