



SEN Information Report September 2018

Improving Education Together.



Academy Transformation Trust's Offer on Special Educational Needs and Disability.

Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential

We believe that:

- all children deserve a first-class education
- all schools can be transformed to being judged as outstanding
- all pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- all of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that 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 them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010].

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and

monitor the progress of all students. ATT recognizes that there will be occasions when adjustments may be made to ensure full access to the curriculum and other activities.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

The Academy's SEND Information Report- How the needs of special educational needs of pupils are assessed.

- By being placed in the ASD Focus Provision by Sandwell LA SEN Department.
- Through transition. Initially on the visits to the Primary Schools where needs are discussed and identified.
- SATs results at Key Stage 2.
- Baseline testing of Reading.
- Screen tests for Reading, Spelling and Numeracy.
- Information from CAMHS or other outside agencies.
- Observations.
- Learning Support or Teacher feedback.
- Parental or Student concern.
- Pastoral Leader concern.

The support that may be available for their child.

- Academy staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom.
- The Academy Inclusion Team aims to ensure the fullest possible access to the curriculum for students on the Inclusion Register with Special and Additional Needs.
- Provision is reviewed every year to ensure it addresses the needs of the current students.
- Students who have a high level of need will have involvement with the Director of Inclusion and his team from the start to plan transition and make sure they have the necessary support in place from day one. The student will be monitored via the Academy's Inclusion Department regularly, supported and adjusted regularly where necessary. Relevant testing will be carried out and interventions applied as needed. Staff will be informed of what adjustments need to take place in the classroom so your child can access the curriculum at their level. They may be entitled to additional adult support either in the classroom or via a separate intervention.
- ASD students are supported through the Focus Provision if they have been identified by Sandwell LA to be part of that provision.
- The student may be entitled to special arrangements in exams which could include support with reading or receiving extra time to complete the exams.

How the curriculum will be matched to their child's needs.

- When a student has been identified with Special Educational Needs the work will be differentiated by the class teacher to enable them to access the curriculum more easily. Differentiation is seen as a priority in all lesson planning and in additional provision. This is supported by Academy Inclusion Support Staff who are working alongside their subject colleagues. Effective differentiation will enable your child to participate fully in all aspects of learning and to make the best possible progress.
- Teachers work with the Teacher of Autism to make lessons ASD friendly.
- Students who have been identified with high level of needs may be entitled to one to one or small focus groups to target more specific needs.

How my child will be included in activities outside the classroom, including school trips?

All of our students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate. Any issues around SEN/medical/physical needs will be discussed with parents as necessary.

Additionally the SEN department runs clubs for Homework; Life Skills; Sport; Reading; Handwriting; Computer Literacy; Social Skills; Buddy; Start Right and End Right for organisation.

My child and I will be involved in discussions about planning and progress for my child's education.

- Parents / carers will receive regular progress reviews informing of the child's progress in each subject area, comparing their current attainment against their target grade. Information about their effort in each subject along with attendance data will also be included.
- There is a parents evening once a year where the opportunity to meet the teaching staff to discuss their learning and the accompanying full report of the students' progress and attainment.
- In addition to this normal reporting process, parents of students with high level needs are invited in termly for a parents get-together. Some have 'home – school liaison books, others use emails or phone calls to keep updated.
- Students with a statement will also have an Annual Review Meeting and outside agencies may be invited to attend.

The support for improving Emotional and Social development that may be available.

We have two clubs available at unstructured times to assist with social and emotional development. Students in year 7 have access to social skills and Sulp. SEN students talk to their support staff in the first instance. All students have contact with their year achievement coordinators. We also have a Learning Support Unit which is a nurture base for vulnerable students.

There is a clear behaviour code, with rewards and sanctions, within the Academy which all staff and students are expected to follow.

Training for staff supporting SEND students.

- There is an ongoing programme for whole academy training in teaching and supporting students including:

Autism, ADHD, Attachment Difficulties, Down's Syndrome, Epilepsy, Hearing Impairment, Visual Impairment, Speech & Language Difficulties, Moderate Learning Difficulties.

- In addition specific training includes:

Child Protection, Managing Challenging Behaviours, Diabetes, English as an Additional Language, First Aid Training, E-Safety, Working with Support in your Classroom, Differentiation.

Transition arrangements.

Key Stage 2 to Key Stage 3

- Start in early March when the initial lists arrive. Schools contacted for basic information to identify students' needs.
- Arrangements made for school visits to talk to the SENCOs and class teachers. Students are observed in lessons.
- For High Needs students not sitting SATs – visits are arranged from Easter. For High Needs students sitting SATs – visits are arranged after SATs.
- Director of Inclusion attends annual review meeting where appropriate.
- Students have as many visits as they require leading up to the general 'Induction Days' 1st week in July.
- During the transition visits students meet key staff; receive a transition booklet; take photographs to look at in the summer holidays; join in lessons and non-structured activities.
- Parents attend 'Induction Day' parents evening.
- Parents of students with high needs are invited to an SEND parents get-together coffee afternoon.
- Some students are invited to Transition Summer School.

Post 16

- We help the students select the most suitable college that will address their needs.
- Joint visits are made with Connexions to all possible colleges to check what they offer SEND students.
- We arrange group visits to specialist colleges and other colleges, as well as liaising with the relevant college staff.

My first point of contact if I want to discuss something about my child would be?

If your concern is about well-being, behaviour or medical issues then you should speak to your child's Achievement Coordinator for their year. If it is an SEN issue, please contact Mr Gary Whall, SENCo or Mrs Lynne Hemmings, Inclusion PA. For more serious concerns, contact Principal.

What should I do if I am still concerned?

Please refer to the Academy's complaints procedure (available on the Academy's website).

Who parents can contact for further information (SENCO, Link Governor).

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| • Director of Inclusion (SENCo) | - Mr G. Whall | 01215525425 | ex 126 |
| • Inclusion Secretary | - Mrs. L. Hemmings | 01215525425 | ex 126 |
| • SEND Link Governor | - Mrs S. Hollywood | | |
| • Pastoral Support – Head of Year 7 | - Ms. C. Brzosko | 01215525425 | ex 120 |
| Head of Year 8 | - Ms. N. Lambert | 01215525425 | ex 153 |
| Head of Year 9 | - Mr. C. Brookes | 01215525425 | ex 120 |
| Head of Year 10 | - Ms. S. Samuels | 01215525425 | ex 153 |
| Head of Year 11 | - Mrs A. Jackson | 01215525425 | ex 441 |

Useful telephone numbers e.g. LA SEND team, parent partnership.

- LA SEND Team 0121-569-8240
- Parent Partnership 0121 500 4010
- Inclusion Support Team 0121 569 2777
- Education Psychology Service 0121 569 2777
- Sensory Support Service 0121 569 2777
- Connexions 0121 569 2955
- School Nurse 0121 612 2957
- Autism West Midlands 0121 796 3237
- Child & Adolescent Mental Health Service 0121 612 6620
- Looked After Children's Education Service 0121 569 3100