



SEND Information Report

2021-22



[#TransformingLives](#)

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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Mr Gary Whall	SENCO	0121 552 5425 ex126
Mrs Sally Hollywood	LAC Governor	c/o 0121 552 5425 ex126
Mrs Gemma Billingham	Assistant SENCO	0121 552 5425 ex126
Mrs Lynne Hemmings	SEND Administrator	0121 552 5425 ex126

Contact details of support services for parents of pupils with Special educational needs:

Contact Name Sandwell Inclusion Support
 Telephone 0121 569 2777
 E-mail inclusion_support@sandwell.gov.uk
 Website [Sandwell Inclusion Support](#)

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

Website [Sandwell Inclusion Support](#)

Bristnall Hall Academy's Local Offer

1. The kinds of special educational needs provided for:

Autism Spectrum Disorder
Moderate Learning Difficulties
Social, Emotional and Mental Health Difficulties
Speech and Language Needs
Specific Learning Difficulties
Hearing Impairment
Visual Impairment

Refer also to Appendix A – Academy Needs Analysis

2. How the special educational needs of pupils are identified and 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.

3. Our academy's approach to teaching pupils with special educational needs:

- 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 be involved 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.

4. How we adapt the curriculum and learning environment for pupils with special educational 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 support responsible for 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.

5. Additional support for learning available to pupils with special educational needs:

- 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.

6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

- All of our students with additional needs are supported and encouraged to be fully involved in all areas of school life. They are included in all lessons with support and

encouraged to attend clubs and trips which are open to all students. 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

7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

- 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.

8. How we assess and review the progress of pupils with special educational needs:

- Termly all students are tested in all subjects, which feeds into their review. These are sent out to parents.
- SENCo and Heads of Faculty analyse reviews and test results.
- All interventions are reviewed regularly, at least half termly

9. The expertise and training of staff in relation to pupils with special educational needs:

- 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.

10. Equipment and facilities to support pupils with special educational needs:

We have a range of Information Communication Technology (ICT) resources that help in assisting the needs of our students; Eg - laptops, Chromebooks, etc.

Pupils also have access to fidgets and different coloured paper and books for specific learning students. Access arrangements for exams.

The academy is additionally resourced to admit a specified number of students who have autism needs. The school has been adapted to meet the needs of students with disabilities and SEND as far as is practical within the school's resources and the adaptation requirements of the building.

The academy has a Learning Support Unit for students struggling to access the academy environment.

How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

- 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 parent 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 parent's 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.

11. How we consult pupils with special educational needs about, and involve them in, their education:

- We encourage students to speak about their education. We do this via annual reviews for children with an EHCP. There are various interventions that run throughout the year to engage SEN students on every level. We hold key worker and wellbeing session for SEN pupils who require them. The focus of these sessions can be academic or social.

12. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

Key Stage 2 to Key Stage 3

- Start in early February 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 Day' 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 a 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.

13. How we involve 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:

We work very closely with Sandwell Inclusion Support having meetings to set required work for the children showing worrying difficulties. Referrals to the Education Psychologist, Complex Communication Autism Advisory Teacher, Learning Advisory Teacher, Behaviour Advisory Teacher, Hearing Advisory Teacher, Visual Advisory Teacher, Speech & Language Therapist are made through the SENCo. All of these outside agencies visit the academy to work with the students.

We support parents to make referrals to outside agencies such as CAMHS, BEAM, SENDIASS, Speech and Language etc.

14. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

15. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021						
SEND profile						
Total Number of pupils on SEND register						
SEND Support		Education, Health and Care Plans			% of academy population	
					SEND support	EHCP
110		94			10.8	9.23%
% boys and girls		SEND and Pupil Premium % of SEND cohort		<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>		
Boys 53.8%	Girls 46.2%	55%				
Progress made by pupils with SEND						
Achievement – Year 11						
	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size	26	160	18	8	13	63
Progress 8	0.33	0.33	-0.37	-0.24	-1.05	0.12
Attainment 8	27.42	50.04	28.24	25.59	17.83	46.86
Progress 8 English element	-0.33	0.20	-0.20	-0.63	-0.99	0.0
Progress 8 Maths element	-0.47	0.27	-0.75	0.18	-1.11	-0.5
% Basics Level 4	15.4	80.0	16.7	12.5	0.0	77.8
% Basics level 5	3.8	45.0	5.6	0.0	0.0	38.1
Summary						
<p>We had our first SEN student to achieve a grade 9 (in Physics). He also achieved two 8s and a 7 in Maths and other sciences.</p> <p>A student with targets of 3s achieved 5s in Science and Maths.</p> <p>All students achieved a grade in English, Maths and Science.</p>						
Effectiveness of targeted interventions						
<ul style="list-style-type: none"> • ASD Focus Provision • Reading Club – for year 7 & 8 students, involving paired and group reading; • Start Right Club – to improve organisation; • Homework Club – to assist students with work done outside the normal lesson; • Life Skills Club – to improve student’s ability to cope with everyday life. • Social Skills Group – to improve social skills, communication, self-awareness, self-esteem and confidence. Also, to give behaviour strategies; • TITAN – Independent movement / travel. • Buddy Club - to improve social skills, communication, self-awareness, self-esteem and confidence at dinner and break times; • Chill Out Club – help with unstructured behaviour; 						

- Behaviour Strategies Sessions – to improve in class and unstructured behaviour of individuals.
- Classroom Survival Skills – 1:1 session working on behavioural strategies and organisation problems;
- Organisation Plans – to improve organisation, using. communication in print.
- Literacy for Learning – to improve literacy
- Numeracy for Learning – to improve numeracy
- Learning Support Unit – for nurture.
- SULP – Social Use Language Programme.
- Speech & Language work.
- Drama Therapy.
- Art Therapy.
- Lego Therapy
- Pre-teach for science.
- Specialist Sports sessions – SMILE games; Pan Disability Football; etc.
- WBA Foundation ball sports sessions

Buddy Club, Start Right and End Right Club, and taking students to and from lessons, gets vulnerable students prepared to learn and reduces anxiety (see attendance).

Progress (especially GCSE results) shows in class support, Homework Club, Literacy and Numeracy sessions are working.

General lack of behaviour and attendance shows that Social Skills, Lego Therapy and Art Therapy are working.

Parental feedback shows Life Skills, WBA ball skills, TITAN and Parents Get-togethers are working.

Wider Outcomes effectiveness for this cohort

Smile Games – multi-sports.

Birmingham Hippodrome, Relaxed Performance, Pantomime trip.

Parents Get-togethers, termly (only the first term was possible).

SEND sports competitions in and out of school.

Summer School for new year 7s to assist transition.

One-day trip to Frank Chapman in preparation for 3-day trip.

Three-days trip to Frank Chapman.

Drayton Manor Trip.

All expected to take place this year

Attendance and exclusions

Overall attendance		% of pupils PA		% and number of SEND pupils FTE or PEx	
%		19.1%			
93.9%					
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND

93.6%	94%	20.3%	18.1%	20% (3)	80% (12)
<p>outline successes and interventions not so successful and why relating to attendance and exclusions</p> <p>The academy has a Learning Support Unit for students struggling to access the academy environment.</p> <p>The SEN department meet and greet the students at a different door to the rest of the academy, same place they release them at the end of the day. They have Start Right, Buddy Club and End Right which assists with anxieties. Also, where necessary, escorted to and from lessons.</p>					
<p>Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the academy and the impact they have.</p> <p>We are renting an allotment in the Harborne area for our SEND students to experience gardening, both in lesson times and as part of their works experience. Also, we are teaching Horticulture to one group of low ability students. It is a Royal Horticulture Society level one and level two qualification.</p>					
<p>Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.</p> <p>All teachers have targets for the students in their classes. They record all difficulties and strategies being used for individual students. To work with the support all teachers complete overcoming barriers plan which is held and adapted by both teacher and support.</p>					
<p>Outline of objectives for 2021-2022.</p> <p>Change the provision map format by developing the Class Charts module. Revisit the whole school provision map Numeracy interventions Literacy interventions Speech & Language interventions Social interventions Behaviour interventions Life Skills including TITAN interventions</p> <p>Other interventions Setting up Emotional and Social Development assessments of ASD students using AET. Extend the development of the one sheet passport for all ASD students. Increase the experiences open to our vulnerable students. Update SEND registers Update One-page profiles on the platform Specialist Rooms required Making links with Accessibility games</p>					

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	17	7.9%	1.7%
	Autistic Spectrum Disorders (ASD)	65	30.4%	6.4%
Cognition and Learning	Moderate Learning Difficulty (MLD)	53	24.8%	5.2%
	Severe Learning Difficulty (SLD)	1	0.5%	0.0009%
	Profound and Multiple Learning Difficulty (PMLD)	0		
	Specific Learning Difficulty (SpLD)	11	5%	0.01%
Social, Emotional and Mental Health (SEMH)		51	23.8%	0.05%
Sensory and/or Physical Needs	Visual Impairment (VI)	2	0.9%	0.002%
	Hearing Impairment (HI)	3	1.4%	0.003%
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)	5	2.3%	0.005%