



SEND Information Report

2023-24



[#TransformingLives](#)

Contents:

Our vision	P3
Statement of Intent	P4
Contact Details	P4
Local Authority Offer link	P5
Academy's Offer	P5
Annual Evaluation Report	P10
Appendix A – Academy Needs Analysis	P13

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 Education 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
Miss Nicola Wilkinson	SENCO (KS3)	0121 552 5425 ex126
Miss Debra Jones	SENCO (KS4)	0121 552 5425 ex126
Mrs Carolyn Atkinson	SEND Governor	c/o 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 [Family Information Service Hub | Sandwell Local Offer](#)

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 SENCo and inclusion 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, scribing 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 adapted by the class teacher to enable them to access the curriculum more easily. Adaptive teaching 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 adaptive teaching 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; 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. 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.
- We have Start Right at the beginning of the day and End Right at the end of the day for concerns to be aired so anxieties remain low.
- Buddy Clubs cater for social difficulties.
- 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 Area 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 - laptops, reading pens, etc.

Pupils also have access to fidgets and different coloured paper and books for specific learning students. Access arrangements for exams are also available following on from identification and assessment.

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.

11. 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 student's 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.

12. 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.

13. 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.
- SENCO 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.

14. 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.

15. 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.

16. 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 2023						
SEND profile						
Total Number of pupils on SEND register						
SEND Support		Education, Health and Care Plans			% of academy population	
					SEND support	EHCP
137		95			13.47%	9.34%
% 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 72%	Girls 28%	53% (123)				
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	35	156	21	14	18	42
Progress 8	-0.15	0.75	-0.03	-0.38	-0.09	0.36
Attainment 8	26.25	48.07	29.49	21.39	24.17	44.60
Progress 8 English element	0.01	0.83	0.13	-0.2	0.23	0.52
Progress 8 Maths element	-0.48	0.28	-0.24	-0.91	-0.37	0.07
% Basics Level 4	17.1	61.5	19.0	14.3	16.7	61.9
% Basics level 5	11.4	37.8	14.3	7.1	5.6	38.1
Summary						
<p>An EHCP pupil achieved at least 2 grades above their target grades in most subjects resulting in a SPI of +1.62; another EHCP pupil achieved a grade higher than expected in English Language (grade 7 - SPI +1.80); another EHCP pupil achieved 2 grades higher than expected in English Literature (grade 6 – SPI +2.34); another EHCP pupil achieved a grade higher in Science Double Award (grade 55 – SPI +1.76).</p> <p>SEN pupils achieved positive SPI across most BTEC Technical Awards.</p> <p>In Maths, one SEN student achieved 2 levels above his target attaining a grade 8.</p> <p>The highest grades achieved in English Language was 7, English Literature grade 7, Maths grade 8, Sciences grade 6.</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. 						

- Buddy Club - to improve social skills, communication, self-awareness, self-esteem and confidence at dinner and break times
- Behaviour Strategies Sessions – to improve in class and unstructured behaviour of individuals
- Organisation Plans – to improve organisation, using communication in print
- Literacy for Learning – to improve literacy through Direct Instruction
- Numeracy for Learning – to improve numeracy through Direct Instruction
- Learning Support Unit – for nurture
- Speech & Language therapy
- Drama Therapy
- Specialist Sports sessions with the WBA Foundation
- Park Ride adaptable bike riding 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).

Academic progress shows in class support, Homework Club, Literacy and Numeracy sessions are working effectively.

Attendance and parental feedback supports the effectiveness of our extra curricular programme targeted at SEND students.

Wider Outcomes effectiveness for this cohort

Birmingham Hippodrome relaxed performance pantomime trip.

Parent coffee afternoons held termly to engage wider community.

SEND sports competitions in and out of school.

Extra transition days for vulnerable Year 6 SEND students.

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

Three-days trip to Frank Chapman.

All expected to continue this year.

Attendance and exclusions

Overall attendance		% of pupils PA		% and number of SEND pupils FTE or PEx	
92.8%		20.5%			
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
90.4%	93.5%	28.5%	17.9%	35.2% (12)	64.7% (22)

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

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.

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.

The set up of the day with meet and greet; start right club; taken to and from lessons; buddy club; homework club; life skills club have returned our SEND students to normality. Trips to theatre, Frank Chapman and parental involvement is adding to this.

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.

All teachers have access to Pupil Passports and Plans outlining effective teaching strategies that assist pupils in their learning; these are written with the pupil to ensure a pupil-centred approach. The use of support feedback booklets enables a collaborative approach and allows for strengths and misconceptions to be addressed in lesson planning. Feedback is given directly back to the class teacher at the end of each lesson.

Outline of objectives for 2023-2024.

Numeracy interventions using Direct Instruction

Literacy interventions using Direct Instruction

Speech & Language interventions

Social interventions, including Lego Therapy, draw and talk interventions.

Behaviour interventions

Life Skills

Multi-sports sessions

Termly parent get-togethers

Other interventions

Continue the development of the one page pupil passport for all SEND students.

Increase the experiences open to our vulnerable students.

Update SEND registers

Making links with other SEND provisions

Making links with community organisations.

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)	52	22%	5.1%
	Autistic Spectrum Disorders (ASD)	64	28%	6.1%
Cognition and Learning	Moderate Learning Difficulty (MLD)	76	33%	7.4%
	Severe Learning Difficulty (SLD)	1	0.4%	0.1%
	Profound and Multiple Learning Difficulty (PMLD)	n/a		
	Specific Learning Difficulty (SpLD)	10	4%	1%
Social, Emotional and Mental Health (SEMH)		70	30%	6.9%
Sensory and/or Physical Needs	Visual Impairment (VI)	2	0.8%	0.2%
	Hearing Impairment (HI)	5	2.2%	0.5%
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)	6	2.6%	0.6%