

Bloxwich 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.

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

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

Admission arrangements for SEND pupils:

Bloxwich Academy provides a broad and balanced curriculum for pupils of all abilities. Whatever their ability, each child is encouraged to reach their potential. Recognising that some pupils may require extra support, there is a range of support on offer to match each child's needs.

Pupils are admitted to Bloxwich Academy at the age of 3-18 without reference to ability, aptitude, race or religion. The school's admission criteria (as set out on the Bloxwich Academy's website in the Admissions Policy) is applied to applications from the parents of pupils with special educational needs and/or disability.

SEND Specialisms:

Bloxwich 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:

The primary site is on two levels and secondary is on different levels. Years 3, 4 and 5 undertake classes in a 2-storey building. Where there is difficulty for a pupil to access the upper floors of the building, the timetable and curriculum will be restructured in a way to support the pupil by only requiring access to the ground floor. Bloxwich Academy has disabled toilets and ramps to assist access to the ground floor building. Lessons are taught on two floors in the Secondary phase and across multiple buildings. There is a lift in the Sixth Form block. However, there are no other lifts on the school site

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 **Governing Body**, 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** at both primary and secondary sites 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 2 and 3 provisions (see appendix). 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.

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. Each pupil at Wave 3 is allocated a lead Learning Support Assistant.

The identification and assessment of SEND pupils:

Bloxwich Academy is aware that any pupil admitted from the age of 3-18 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 use a range of strategies. Some of these may include:

- Observations
- School data
- Information from parents
- Information from the child or young person
- Specialist assessments carried out by support services

- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person
- Standardised assessments

If a child is identified as having SEND Bloxwich Academy will provide provision that is 'additional to or different from' the normal differentiated curriculum, with the intention of overcoming the barrier to their learning.

Transition:

Bloxwich Academy aim to make times of transition as easy as possible for the children and young people in our school. We encourage all new children to visit the school prior to starting when they will meet their class teacher and peers and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school.

Transition into Bloxwich Academy (primary):

- Meet with the child or young person and their parents to talk about their needs and answer any questions about our school.
- Correspond with staff at the child or young person's previous school or setting.
- Read reports from people who have worked with the child or young person.
- Arrange visits to our school so the child or young person gets to see it before they start properly e.g. visits during school time and stay and plays. A video was also implemented for parents who could not access the school site due to Covid 19.

Moving to a new year group (primary):

- Introduce the child or young person to their new teacher individually.
- Provide the children with the opportunity to spend time in their new class, with their new teacher (hand over day) at the end of the summer term.
- Write social stories with children if transition is potentially going to be difficult.
- Depending on the individual needs, we provide the child or young person with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays.
- Talk to the child or young person and their family so we can answer any questions they may have about the new year group.
- Give any adults working with the child or young person a copy of any relevant paperwork, such as Pupil Profiles, describing the things that help to support them in school.

Moving to a new secondary school or transitioning to Bloxwich Academy (secondary):

- Hold a Pupil Profile transition review and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants.
- Talk to the child or young person and their family so we can answer any questions they may have about the new school.
- Transfer relevant documents.

At our secondary school, Bloxwich Academy, they run a programme specifically tailored to aid transition for the more vulnerable pupils. The SENCo at Bloxwich Academy is Miss M Rock. She can be contacted through postbox@bloxwichacademy.co.uk.

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.

The process of transition between key stages is supported by the SEND team. There is strong network in place to support the transition of pupils from the primary to secondary phase; not only within the Academy but also other local primary schools. 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. All pupils are given the opportunity to attend a university. Where appropriate, at the point of transition from key stage 4 to 5 or beyond to Further Education, the SEND team takes an active 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 Bloxwich 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 the end of a key stage
- standardised screening or assessment tools.

All teachers are responsible for referring a pupil to the SEND Team if they are concerned about a lack of progress. Intervention must first be made within departments. This is called *Wave 1 intervention* (see appendix)

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

Individual Education Plans (IEPs):

Pupils on Wave 2 or 3 provision will have meetings twice a year, to which parents and pupils are invited to submit their opinions about a pupil's progress. Bloxwich Academy will then draw up an Individual Education Plan (IEP).

The IEP includes:

- up to 4 short-term targets set for or by the pupil
- recommended teaching strategies
- the provision to be put in place
- expected date of next review
- success and exit criteria for an IEP
- outcomes (to be recorded when the IEP is reviewed)

The IEP will be discussed with the pupil and a copy will be sent to parents.

IEPs are devised from an overall yearly plan produced in consultation with parents and pupil.

All parents of pupils with SEND at Bloxwich primary site are invited to target review meetings on a termly basis. In these meetings targets are discussed and evaluated with parents and recommendations for new targets are made in partnership with all concerned. Advice for supporting their child in the home setting is also given.

Monitoring and Reviewing IEPs:

The IEP will normally be reviewed twice 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 an IEP. At this time a decision will be made about any future action required; plans for further intervention will also be made.

Working IEPs are continually kept 'under review'. It is likely that some targets will be achieved more quickly than others hence the IEP may alter to reflect these changes.

Consultation with parents on working IEPs will normally be in the form of a written report, sent home after the IEP review date. In this way, the school is constantly reviewing the progress of its pupils. The progress of pupils will be monitored through our rigorous data tracking system.

The curriculum for SEND pupils:

Bloxwich 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 of pupils.

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

Bloxwich Academy views the emotional and social wellbeing of children as vital to learning. For every pupil there is a strong network of staff around them. At Bloxwich Academy, all pupils are supported by a Phase Leader (primary) or placed with a Head of House (secondary) to ensure their pastoral care. Within this pastoral care system, pupils receive support and guidance from a Form Tutor/Class Teacher, whom they see each day, and a Phase Leader/ 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 2 (see appendix). Bloxwich Academy is a 'telling school' where all pupils are expected, encouraged and supported to report any incidents of bullying.

Bloxwich Primary site also has a learning mentor to offer support for children with social and emotional needs. Examples of the additional support that can be offered to enhance wellbeing are Zones of Regulation (ZoR), anger management work, self-esteem work, social skills support. Referrals can also be made by the academy to School Nursing Service for more specialist support when required.

A graduated response to SEND:

The special educational needs and disability provision at Bloxwich 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

*Waves 1, 2 and 3 (see appendix). **Wave 1 (formerly School Action S.A.):***

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 the SEND Team.

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 2.

Wave 2 (formerly School Action Plus S.A. +):

Wave 2 will be suitable for pupils who are still not progressing at Wave 1 or who have had intervention from agencies outside of school. Pupils at Wave 2 will have an IEP.

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

Wave 3 Educational, Health and Care Plan (EHCP) (formerly a Statement):

Pupils may not make adequate progress despite the help given through Wave 1 and 2. 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). Some pupils will still have Statements as the period or transition is active. A child will not be disadvantaged by this transition period. All new referrals will be made for an 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 an interim meeting throughout each year.

Complaints Procedures:

Bloxwich 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 pupils with 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 SENDCo for Bloxwich Academy (primary) is **Mrs Martin**.

She can be contacted at Bloxwich Academy, Bloxwich Lane, WS2 7JT or on her email address: kmartin@bloxwichacademy.co.uk

The SENDCo for Bloxwich Academy (secondary) is **Miss Rock**.

She can be contacted at Bloxwich Academy, Leamore Lane, Walsall, WS2 7NR or on her email address: postbox@bloxwichacademy.co.uk

Support services for parents:

Bloxwich Academy staff are able to listen to the concerns of parents, provide a sign-posting service or make referrals to outside agencies if required e.g. School Nursing program, SALT, etc.

There are also a number of local and national services designed to support parents and carers on many SEND areas:

- Walsall information, Advice and Support Service (formally parent partnership) offer free, impartial, confidential information, advice and guidance for parents/carers of children with SEND.
- A directory of services available to parents can be found at <http://www.mywalsall.org/>

Helpful Information:

The Local Authority offer can be found on the Walsall Local Authority website: <https://www.walsall.gov.uk/>