# Information about SEND

**BloxwichAcademy**

'Be The **Best** You Can Be'

*A guide for parents & carers about how Bloxwich Academy Secondary supports students with Special Educational Needs and Disabilities (SEND)*

# Introduction and Contents

Bloxwich Academy is proud to be an inclusive school. We are committed to building successful, resilient and confident individuals and our curriculum provides pupils with the knowledge, skills and enriching opportunities to thrive in their chosen career path and make informed contributions to modern society.

Our aim for pupils with SEND is no different and our pupils with SEND follow the same curriculum and have the same opportunities as everybody else, but with additional support so that they flourish.

We look far beyond the labels often associated with having special needs and disabilities and instead our pupil-centred support package is bespoke, with the sole aim of removing barriers to learning and promoting independence and instilling confidence.

Mr R Prime

Headteacher

# What are Special Needs and Disabilities?

**A child has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

a) *have a significantly greater difficulty in learning than the majority of others of the same age;*

b) *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 SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:**

### Cognition and Learning
- *Moderate Learning Difficulties (MLD)*
- *Severe Learning Difficulties (SLD)*
- *Profound and Multiple Learning Difficulties (PMLD)*
- *Specific Learning Difficulty (SpLD) such as Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia*

### Communication and Interaction
- *Speech, Language and Communication Needs (SLCN)*
- *Autism Spectrum Condition (ASC) which can also be referred to as Autism Spectrum Disorder (ASD) and includes pre-2013 diagnoses of Asperger's Syndrome which are now classed as ASC*

### Social, Emotional and Mental Health
- *Anxiety, Depression and Withdrawal (NSA)*
- *Attachment/Adjustment Disorder*
- *Attention Deficit Hyperactivity Disorder (ADHD)*
- *Attention Deficit Disorder (ADD) which is now diagnosed as ADHD (inattentive)*
- *Obsessive Compulsive Disorder (OCD)*

### Sensory and Physical
- *Visual Impairment (VI)*
- *Hearing Impairment (HI)*
- *Multi-sensory Impairment (MSI)*
- *Physical Disability (PD)*
- *Other Medical Conditions*

**The code states that:**
*Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.*
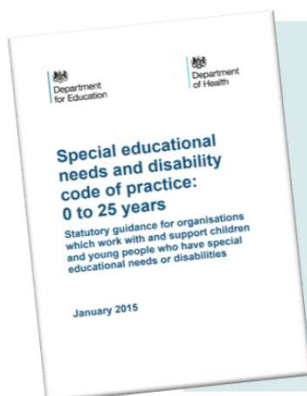
**What is the SEND code of practice?**
*The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.*
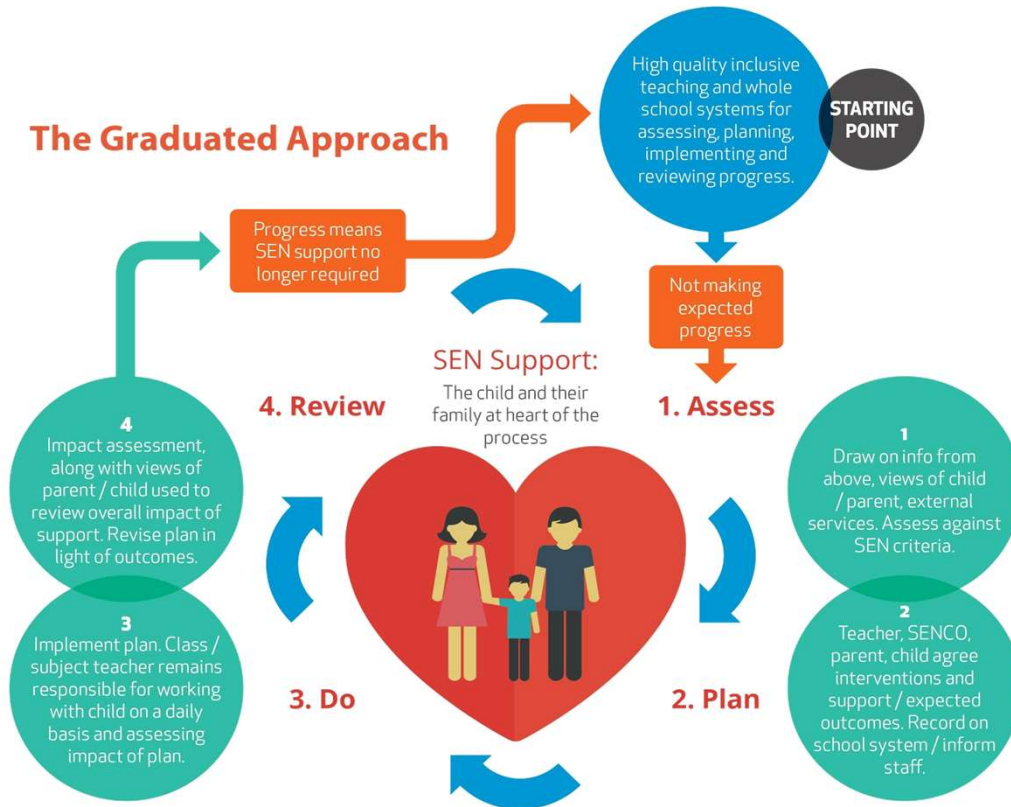
***Scan the QR code to view a PDF version of the document on the government website.***

# Identification and Assessment of SEND

As set out in the SEND Code of Practice, the school follows the Graduated Approach to Assessment, which follows the four stages of Assess, Plan, Do and Review. This allows for a more personalised approach to the identification, planning and assessment of SEND.

## The Graduated Approach

**STARTING POINT** – High quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress.

Not making expected progress

Progress means SEN support no longer required

**SEN Support:** The child and their family at heart of the process

**1. Assess**
1. Draw on info from above, views of child / parent, external services. Assess against SEN criteria.

**2. Plan**
2. Teacher, SENCO, parent, child agree interventions and support / expected outcomes. Record on school system / inform staff.

**3. Do**
3. Implement plan. Class / subject teacher remains responsible for working with child on a daily basis and assessing impact of plan.

**4. Review**
4. Impact assessment, along with views of parent / child used to review overall impact of support. Revise plan in light of outcomes.

**1. Assess – the school will use a variety of methods to assess the SEND need. These include:**
- Teacher assessment
- Internal data on attainment, progress, behaviour, attendance and work samples
- Parent and student views
- Advice from external agencies
- Information collected from primary school

Walsall Getting It 'Right for SEND' Guidance and Banding Document (June 2021)

Walsall Council
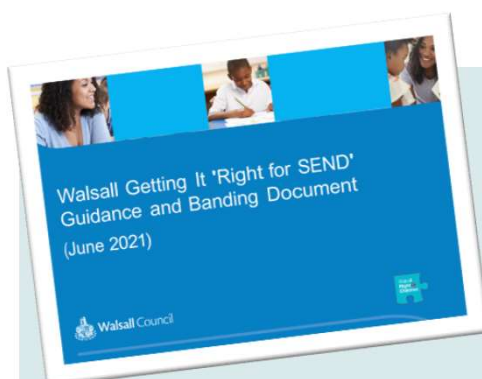
*In Walsall we use the 'Right for SEND' guidance and banding document to identify thresholds of need.*

*The banding documents describe good practice and entitlement across all areas of need. They aim to ensure clarity, consistency and transparency for schools, parents, practitioners, the Education, Health and Care Plan Panel, and the equitable use of finite resources.*

**Scan the QR code to view a PDF version of the document on the government website.**

*"Every student can learn, it just might not be in the same way"*

**2. Plan** – the school will create a support plan for the student in partnership with parents and/or carers, the student and teachers. This will include:

- Reasonable adjustments teachers should make to provide high quality teaching
- The development of an Individual Education Plan (IEP)
- What additional provision/intervention is needed to ensure they make progress
- SMART (Specific, Measurable, Achievable, Realistic and Timed) targets are set

**3. Do** – the plan will then be implemented for a period of time before it is reviewed again. For example, if a student has an Individual Education Plan (IEP), this will be reviewed annually.

**4. Review** – the plan will be reviewed by parents and/or carers, the student and teachers. The review will be looking at:

- Has the student met/are they on track to meet the expected targets? What evidence is there?
- Has there been any improvement on their rate of progress?
- How is the student responding to the targeted provision?
- Are there changes to the SEND?

At this stage it is hoped that a fuller understanding of the need has been established and from this it will be decided to either:

a) continue with the current plan as it is proving to be successful
b) try different strategies that might prove to be more successful

**This is known as the Graduated Approach/Response.**

> If a concern is raised about your child, you will receive a phone call to advise you that your child has been highlighted as finding aspects of school challenging and that we will investigate. **This will take two terms to gather enough evidence following the Graduated Approach.**

**What is a SENDCo?**

*A SENDCo (Special Educational Needs Coordinator) is a qualified teacher who coordinates the provision for children with special educational needs or disabilities in schools.*

*The role of the SENDCo is to be the expert in the school on all Special Educational Needs. They will not be directly involved with every child with SEND but will coordinate the interventions and advise the pastoral team on how best to support every child.*

*The SENDCo will lead on all students with an Educational Health Care Plan (EHCP).*

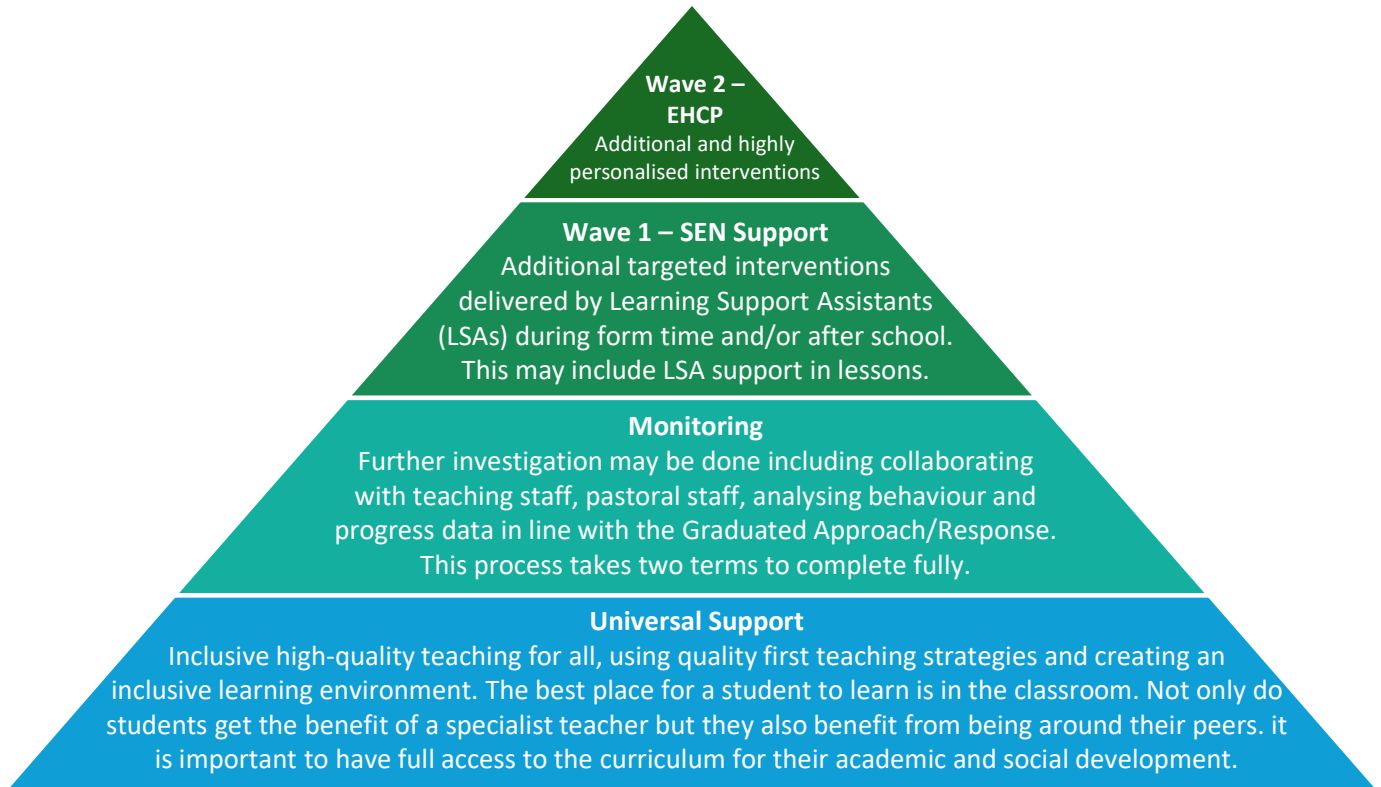*Our SENDCo is Mrs T Bensley. She also teaches Geography.*
*You can contact Mrs T Bensley via email at postbox@bloxwichacademy.co.uk or phone on 01922 710 257.*



*"It's about progress, not perfection"*

# SEND Waves of Intervention

Once a need has been identified, students will be given a 'Wave of Intervention'. This is decided by the SENDCo, in cooperation with staff and parents and/or carers and outlines the type of support that the individual student receives. These are summarised below:

**Wave 2 – EHCP**
Additional and highly personalised interventions

**Wave 1 – SEN Support**
Additional targeted interventions delivered by Learning Support Assistants (LSAs) during form time and/or after school. This may include LSA support in lessons.

**Monitoring**
Further investigation may be done including collaborating with teaching staff, pastoral staff, analysing behaviour and progress data in line with the Graduated Approach/Response. This process takes two terms to complete fully.

**Universal Support**
Inclusive high-quality teaching for all, using quality first teaching strategies and creating an inclusive learning environment. The best place for a student to learn is in the classroom. Not only do students get the benefit of a specialist teacher but they also benefit from being around their peers. it is important to have full access to the curriculum for their academic and social development.

**High quality inclusive teaching**
*High quality, inclusive teaching ensures that planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEN. It is about the day to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate learners which ensure good student progress.*

> High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
>
> SEND Code of Practice (2014), page 99

**Additional interventions**
*Any additional interventions and support are developed in partnership with parents, the student and the school. These are wide and varied but should all be part of a clear plan of support to address the specific need identified.*

# SEND Register and Individual Education Plans (IEPs)

The school informs all staff of the exact needs of all students with a Special Educational Need. We also inform staff how to best implement 'Quality First Teaching' for each child as an individual and explain any other additional support they are receiving and how this can be incorporated into the classroom. Below is a summary of the different SEND levels:

## Monitoring

For the majority of students, the school will support the child's needs by implementing , quality first teaching strategies to create a learning environment that is inclusive for all. The best place for a student to learn is the classroom, with a specialist teacher. There may be some further investigations completed, such as teacher questionnaires, analysing behaviour and progress data, in order to get a full picture of the student and any difficulties they may be experiencing.

This process is in line with the Graduated Approach/Response and will take two terms to fully complete. Students on a diagnosis pathway will be placed on the monitoring register.
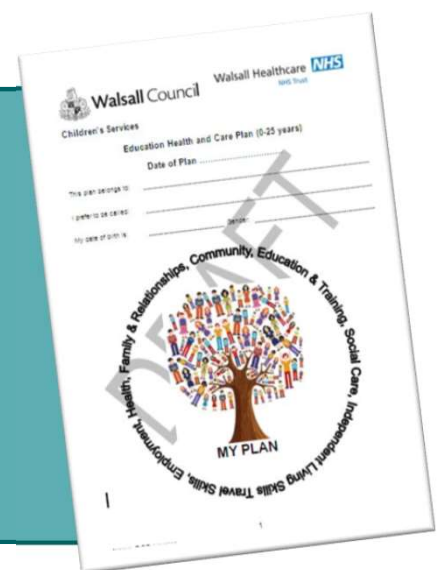


## SEN Support – Wave 1

Some students will require a greater or more specialised level of support and/or intervention. In partnership with students and parents, an Individual Education Plan (IEP) will be completed and implemented. This will be developed in partnership with the school, parents and the child – in what is referred to as a Person-Centred Approach.

Interventions for students on SEN Support will be led by the SENDCo in partnership with the school's pastoral team.

## EHCP – Wave 2

A small number of students with significant difficulties might need an assessment that could lead to an Education, Health and Care Plan (EHCP). These students may attend interventions during form time and/or after school to support them further. It may include some support from LSAs in lessons and potentially some highly personalised interventions suggested by any relevant external agencies.

Interventions for students on SEN Support will be led by the SENDCo in partnership with the parents, classroom teachers and any relevant external agencies.

# What is an Education Health Care Plan (EHCP)?

**All schools have resources that can help most children who have additional needs. For some children, that's not enough. If your child needs more support than they are getting, you can ask for an education, health and care (EHC) assessment. This will show if your child should have an EHC plan (EHCP). As a parent, you can ask the Local Authority for an assessment, or the SENDCo on behalf of the school can request an assessment with your consent.**

- *This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.*

- *At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education Health Care Plan (EHCP) for your child.*

- *Statutory Assessment is only appropriate for a small number of children. The Local Authority may decide not to do an assessment – in which case they will tell you why. If you don't agree, you can appeal. Your decision letter tells you how to do this, and how to get support.*

**You request an EHC needs assessment...**

**By 6 Weeks**
The Local Authority must tell you if they will or will not be assessing your child

**By 16 Weeks**
The Local Authority must finish the assessment and tell you if they think your child needs an EHCP

**Between 16-20 Weeks**
The Local Authority will send you a draft EHCP. You have 15 days to comment and request a specific school

**By 20 Weeks**
The Local Authority must complete the final draft of your child's EHCP

**Every 12 Months**
The Local Authority must review your child's EHCP

If the Statutory Assessment shows that your child needs an Education Health Care plan, they will produce a detailed individual plan advising schools what they must do to support your child.

**If your child has an Education Health Care Plan (EHCP), the school must:**
- *Hold an Annual Review Meeting to which you and other professionals must be invited.*

- *The meeting will also look at the Health and Social Care needs of your child.*

- *Provide your child with the full range of support specified in their EHCP. This usually equates to additional support and may be group or individual support. This could equate to additional money provided to the school to fund the required support.*

*For more information on Education Health Care Plans and the process of requesting an EHCP, scan the QR code to view the Walsall Local Offer*

# Screening, Testing and Referrals

**The school are able to complete some tests and screeners if we feel your child may benefit from extra support, intervention or access arrangements in examination settings.**

It is possible your child had screening or intervention at primary school, if this is the case any additional support they have received in line with a special educational need will have been passed on by their primary school during the transition period.

**If you have concerns that information may not have been passed on, please contact your child's primary school so that they can forward any documentation and relevant information to us.**

We only screen students that have been identified as having a special educational need, or those students who have been flagged by teaching staff as experiencing barriers. If we feel that your child would benefit from being screened, you will receive communication from school outlining the process.

## LASS 11-15 (Lucid Assessment System for School)
*The tests identify any difficulties related to dyslexia or those caused by underlying cognitive problems in phonology and/or memory, highlighting any differences between a pupil's actual and expected literacy levels, and an estimate of non-verbal intelligence.*

## Dyslexia Screener (GL)
*(please note this is not diagnostic, it merely gives us information about the likelihood of dyslexia and prevalent traits)*
*This short test is a quick initial assessment to see how far a pupil's abilities and skills match those of people who have been found to have dyslexia.*

## The New Group Reading Test (NGRT)
*NGRT is in two parts: sentence completion (which measures decoding with some element of comprehension) and passage comprehension (which measures a range of comprehension skills of increasing difficulty). It therefore tests not just the ability of pupils to decode what they read, but whether they also comprehend and apply meaning.*

## Referrals to the School Nursing Team
*As a school, we are able to make referrals to the Walsall School Nursing Team if we believe a student may need further support from different professionals. All referrals must be discussed with the child, young person and parent/carer in advance to gain consent to make the referral. They work as part of multi-disciplinary team with our health colleagues in community paediatrics, therapies and CAMHS.*

We are very excited to announce that we will be participating in a pilot programme involving a screening for Speech and Language barriers. This will allow us to identify students who are experiencing challenges with speech and language development so that interventions can be put in place swiftly to support them.
**Please note this programme is not up and running, stay tuned for more information!**

WORK IN PROGRESS
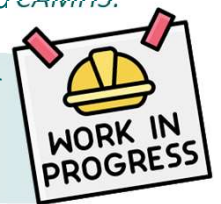
*"Neurodiversity is a reality to be embraced"*

# Interventions

There are times when SEND students may not make progress at the same pace as others in their class, this may mean that the student could benefit from attending an intervention. The term 'intervention' refers to a short-term focused teaching approach that will typically have a specific set of outcomes that have been planned for a child with additional needs. All of our interventions take place during form time as we believe the best place for students is in the classroom during lessons. Find out more below:

### Stareway

Stareway to spelling is a program designed to ensure that any student can read and spell the 300 most used words in the English language quickly, confidently and accurately. These 300 words alone form 72% of the all the words that an average English speaker uses when speaking English every day.

### The Incredible 5 Point Scale

The Incredible 5 Point Scale is used to assist students in becoming aware of their emotions, such as anger or pain, and the stage or level of the emotion. Using the scale, the student rates his emotions or status of a condition or state. Areas of focus may include: anger, worry, anxiety, voice level, etc.

### Power of 2

It teaches all the mental maths required by the new KS3 Mathematics Curriculum, and through its use enables pupils to access the full maths curriculum. Power of 2 is essentially about putting in place the building blocks of number and developing skills with mental calculations.

### Speed-up

A kinaesthetic programme to develop fluent handwriting. It consists of a tried and tested programme designed specifically for children aged 8 -13, whose handwriting is slow, illegible or lacking fluency. Speed-up develops kinaesthetic awareness through multisensory activity and exercise.

### Memory Magic

This is a practical tool to assess working memory and then target development of memory skills via a fun "Magical-themed" programme. It helps to identify whether the child's language and learning are being affected by language processing or working memory difficulties.

### Touch Typing

Touch typing is typing without looking at the keyboard. The fundamental idea is that each finger is given its own section of the keyboard and your fingers learn the location of the keyboard through practicing regularly and gaining muscle memory to eventually build up speed whilst typing.

### Talkabout

Talkabout is a complete programme for developing self-esteem, social and friendship skills. It is a practical resource which is aimed at improving social communication Skills such as listening and conversational Skills.

### Autism & Me

A guide that helps children with Autism Spectrum Condition (ASC) gain a better understanding of how their brain works. The booklet highlights positive Autistic traits while showing students how they can work through some of the challenges of being Autistic.

"The world needs all kinds of minds"

# Exam Access Arrangements

Access Arrangements (AA) are the reasonable adjustments that can be made for an exam candidate and might include adjustments such as extra time to complete an exam paper, permission to use assistive technology, or the provision of supervised rest breaks.

**Exam arrangements can only be granted if they are a candidate's 'normal way of working' and the candidate has a history of need. Access Arrangements are regulated by the Joint Council for Qualifications (JCQ)\* and all applications must meet their rigorous standards.**

**Any arrangements made must reflect the support that the candidate has had in the past few years, alongside their assessment test results. An assessor's report must show that the candidate has a significant long-term impairment, this must then be justified by teachers and evidence must be submitted that this is the candidate's normal way of working.**

## Important Information

- *There is a cut-off point for applications each year*

- *There are specific criteria set out in the JCQ Regulations relating to application for access arrangements. It is the role of the SENDCo to ensure any application meets the published criteria.*

- *It is the role of the SENDCo to make the final decision regarding the application process, based upon the evidence collected and whether the candidate meets the current criteria.*

- *A diagnosis of dyslexia, dyspraxia or any other difficulty does not automatically 'qualify' a candidate for access arrangements; there must be the required evidence in place.*

- *If an access arrangement has never been used, the application cannot be made.*

**The SENDCo must be satisfied that the need is genuine, and those eligible might include students with learning, communication and interaction needs; a medical condition; and sensory, physical, social or mental and emotional needs. Access Arrangements should neither advantage those with them or disadvantage those without them, all students should have equal access to exams.**

*Further information regarding Access Arrangements can be found from the Joint Council for Qualifications (JCQ), scan the QR code to visit their website*

*\*The JCQ - Joint Council of Qualifications - are the Regulatory body who regulate most of the exam boards in external examinations. Their Regulations are published in September and updated every year. These Regulations are mandatory to schools who are offering external exams and the JCQ will inspect schools' records every year.*

# What sort of exam arrangements are available?

This list is not exhaustive; however, it does detail some of the most common access arrangements which can be put into place for public examinations. We test our students for access arrangements towards the end of Year 10, this way the access arrangements they qualify for can be trialled in the end of year mock exams and if amendments need to be made, this can be done before the external examinations in Year 11.

### Extra Time or Supervised Rest Breaks
The most common access arrangement is extra time. Usually, students with this access arrangement are granted 25% more time. Some students may also require breaks throughout the duration of an exam.

### Separate Invigilation
Some students may have long-term serious medical condition(s) which could mean that they would need to sit their examination in a separate room with a fewer number of students. There are very strict guidelines, medical evidence is required to qualify for separate invigilation and is not available to all students.
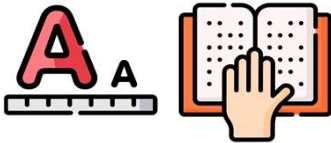
### Modified Exam Papers
These papers must be requested from the exam board well in advance of the exam for students who need different fonts and font sizes, modified language, braille, tactile diagrams and subtitles on any relevant video clips.

### A Reader
Students who have visual impairments or a disability that affects their ability to read accurately themselves may use a human reader, or a computer reader such as a Reader Pen. In an exam where reading is being assessed, such as English Language, only a computer reader or Reader Pen is permitted.

### Assistive Technology
If a student uses approved assistive technology as their normal way of working, they will be able to use this in their exams. Some of the most common types are laptops, reader pens, and computer text readers.

### A Scribe
In exceptional circumstances, a scribe may be allocated to students who have a disability or injury that affects their ability to write legibly. In subjects where separate marks are awarded for SPaG, students will not be credited 3% of the total marks if they use a scribe, as they will not be eligible for SPaG marks.

# Useful External Links

**Walsall Council SEND Local Offer**

The Walsall Local Offer provides information on what is available in Walsall for children, young people and their families with special educational needs and/or a disability (SEND).

The Local Offer has been produced by children, young people, parents, carers and practitioners working together. Families have been engaged throughout the development of the Local Offer and feedback forms a fundamental part of its ongoing development.
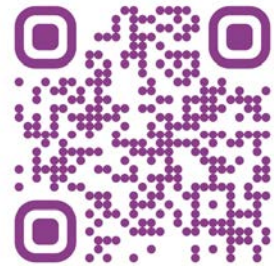
*Scan the QR code to visit their website for more information and contact details*

**SEN and Disability Information, Advice and Support — Walsall sendias**

Walsall's Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) service provides free and impartial support to children and young people with Special Educational Need and Disabilities (SEND), and their parents and carers.

The Information, advice and support they provide for children and young people with SEND and their parents/carers is impartial, free to access, accurate, confidential, comprehensive and easy to understand.

*Scan the QR code to visit their website for more information and contact details*

**Walsall Family Hubs — Supporting families to live happier lives**

Family Hubs are a 'one-stop-shop' for families with children aged 0-19, or up to 25 years old for those with additional needs.

The Hubs centralise a range of essential services all under one roof so parents can access the support they or their family need.

Services include access to social workers, family support practitioners, health visitors, school nurses, early help, police officers, domestic abuse support, mental health support and substance misuse support.

*Scan the QR code to visit their website for more information and contact details*

"When everyone is included, everyone wins"

**'BE THE BEST YOU CAN BE'**

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