

Bloxwich Academy

Special Educational Needs and Disability (SEND) Information Report 2025-2026

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.

The admission of children with an Education and Health Care Plan (EHCP) will be agreed between the home Local Authority's SEN Statutory Assessment and Review Team, parents and school in accordance with parental preference, as far as possible, and the child's individual needs.

SEND Specialisms:

The school aims to provide a flexible and inclusive curriculum for all of its pupils.

Specialist Resource Provision

For the majority of pupils with an Education Health Care Plan, progress can be made within the mainstream classroom with suitable adaptations. All pupils who are allocated a place in our Social Emotional and Mental Health (SEMH) Specialist Resource Provision have an Education Health Care

Plan with SEMH as a Primary area of need. We are currently commissioned to accommodate nine up to eight pupils within the Provision for each year group. The Specialist Resource Provision opened in September 2025 for Year 7 pupils only. The pupils are allocated to the provision via the Local Authority rather than through the Academy's usual admissions procedures.

The curriculum in the SRP mirrors the mainstream curriculum with access to all subjects. Lessons are 20 minutes shorter than the mainstream curriculum to ensure pupils remain active participants in the lesson, taking into account individual SEMH needs. There are three 5 minute Reflect and Reset breaks following lessons to support pupils in self-regulating to maintain focus. There is half an hour at the end of day where the lesson will be guided by the SEMH needs of the group, whilst meeting end points from the National Curriculum or supporting pupils' personal development.

Accessibility

The Primary site is on two levels and Secondary is on different levels. Years 3, 4 and 5 undertake classes in a 2 story 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 wellbeing block. However, there are no other lifts on the school site.

More information can be found in our published Accessibility Report.

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 1 and 2 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. Pupil at Wave 2 may be allocated a Learning Support Assistant for some lessons; however, this is dependent on a child's provision outlined in their EHCP.

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 will admit pupils who have already been identified as having special educational needs and or a disability. A pupil may have been identified by their primary school as having SEND. 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 and Quality First Teaching strategies exhausted.

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

Pupil Profiles

All pupils on the SEND register will have a pupil profile, which are reviewed at least three times a year.

In compliance with the SEND Code of Practice (2014), parents/carers, pupil and the SENDCO work together to create a comprehensive picture of the pupil's needs and to set targets that will impact positively on the pupil's progress. Bloxwich Academy will then complete the child's pupil profile and a copy shared with all interested parties. This will be reviewed at the end of the academic year.

Monitoring and Reviewing

There is a termly review to evaluate the pupil's progress and the success of intervention. At this time a decision will be made about any future action required; plans for further intervention will also be made. Working profiles are continually kept 'under review'.

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

At Bloxwich Academy, all pupils are placed in a House to ensure their pastoral care. Within this pastoral care system, pupils receive support and guidance from a Form Tutor, whom they see each day, and a 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.

Bloxwich Academy is a 'telling school' where all pupils are expected, encouraged and supported to report any incidents of bullying.

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.

Monitoring: These pupils are supported within lessons and departments. Interventions that may be used are provided by the SEND Department or the Pastoral Team. 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/or the pupil's Head of House who will implement and monitor any required intervention. If this does not have the desired impact, the SEND Team will then be informed. 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 1.

Wave 1: Wave 1 will be suitable for pupils who are still not progressing at a monitoring level or who have had additional intervention from agencies outside of school. Pupils at Wave 1 will have a profile. Although developed with the help of outside specialists, the strategies specified in the profile will be implemented as far as possible in the normal classroom setting.

Wave 2 Educational, Health and Care Plan (EHCP) Pupils may not make adequate progress despite the help given through monitoring and Wave 1. 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). Annual review of an EHC Plan: Pupils will have an annual review of their EHC Plan. Pupils will be monitored through data tracking and two additional meetings 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.

The SENDCO for Bloxwich Academy (secondary) is Miss Bensley. She can be contacted at Bloxwich Academy, Leamore Lane, Walsall, WS2 7NR.

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/>