

Washwood Heath Academy: SEN Information Report

The Government has published a range of provisions to improve the quality and scope of support available to children and young people with special educational needs, as well as their parents.

Included in these provisions is:

A requirement for local authorities to publish a “Local Offer” of services to disabled children and young people and those with special educational needs (SEN).

A requirement for all schools to publish a SEN Information Report to outline provision for children and young people with disabilities and special educational needs.

You can access further information via the following links: Birmingham City Council www.mycareinbirmingham.org.uk

At Washwood Heath Academy we believe in achievement, ambition and progress for all students. We are a fully inclusive trust and we strive to ensure that all students achieve their potential personally, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

We aim to meet the needs of all individuals including those with a special educational need through quality first teaching and learning.

At Washwood Heath Academy we have an emphasis on early identification of needs through supportive and preventative strategies to optimise educational outcomes.

We work in a flexible way to develop effective partnerships with students and their parents/carers, the SENCO, specialist teaching staff/support staff both within the academies and external professionals (such as speech and language therapists, occupational therapists and child and adolescent mental health services (Forward Thinking Birmingham)) to ensure that the academies can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring student progress, supporting both academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all students.

1. What is classed as a Special Educational Need?

The term Special Educational Needs (SEN) has a legal definition which is set out in the Education Act 1996 and the Children and families Act 2014. It applies to children who have

learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age.

Some pupils find it harder to learn than other pupils of the same age. Sometimes, it may be possible to help pupils by making small changes to teaching and support. The academies will try many different ways of helping pupils to learn and boost their progress. This will include adaptations to teaching methods and the resources used.

Children and young people who have SEN tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational needs.

You should not assume, just because your son or daughter is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

2. What kind of provision do we make for pupils with a special educational need at Washwood Heath MAT?

We currently provide support for pupils with the following needs:

- Communication and interaction (including Asperger's Syndrome and Autism)
- Cognition and learning (including moderate learning difficulties (MLD), specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia)
- Social, emotional and mental health difficulties (including anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.)
- Sensory and/or physical needs (including vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), a physical disability (PD))

3. How do the academies identify and organise support for children with special educational needs?

Students with SEN are assessed in line with the school assessment policies. Our teachers/senior staff closely monitor the progress made by all students and will ask advice from the SENCO as soon as they have any concerns about any student. The SENCO provides support and help to teachers to include: differentiated resources, planning activities such as small group work or specialist programs. If these activities do not help the student the SENCO may suggest other programmes or temporary additional support or ask for advice or assessment from external agencies.

The trust is committed to early identification of special educational need and adopts a graduated response to meeting Special Educational Need in line with the Code of Practice 2014. A copy of the code can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We recognise that children with Special Educational Needs or Disabilities may be identified by parents, teachers, support staff, outside agencies or any person involved with the child.

Please refer to the Trust's SEN Policy for more specific information. This is available on the Trust and Academy website.

4. Who are the key people in the academies available to discuss parental/carers concerns about their child's difficulties?

Parents/carers who are concerned about the well-being or progress of their child should contact the SENCO.

The SENCO in Washwood Heath Academy is Mrs A Doyle who can be contacted by phone on 0121 6757272 or by email at adoyle@washwoodconnect.com

Subject specific enquiries should be addressed to the child's subject teachers. If the subject teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENCO.

General information on the Trust/Academy's policies and procedures, and communications with parents can be found on the Trust/Academy websites.

Parents/Carers can contact the academy via telephone/letter/email, and can make an appointment to see relevant staff.

Scheduled meetings with parents across the academic year include:

- Parent consultation meetings
- Transition meetings where appropriate
- Review meetings

5. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?

Progress will be measured through:

- Regular assessments
- Target setting with associated outcomes
- Personalised Learning Support Plans (former IEPs)

Parents will be informed about progress through:

- End of Year reports
- Parent consultation meetings
- Telephone calls / emails / parental meetings at the Academy

6. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The Trust recognises that parents/carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents / carers of children with special educational needs will be able to access support through:

- Initial meetings with relevant staff and regular opportunities to discuss progress, concerns and developments, and be involved in setting targets and agreeing outcomes
- Liaison with professionals
- Support from house teams / pastoral support
- Parents / carers may be signposted to relevant external agencies and support groups such as The Parent Partnership.

7. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

We are an inclusive trust and strive to ensure the wellbeing of all our children/young people regardless of their needs. We believe that all children/young people have the right to an education that develops their potential.

Wellbeing is supported through the following:

- Each teacher has a knowledge and understanding of children/young people in their care
- Medical needs are addressed as required.
- Some children may have a Care Plan.
- Medicines are administered in line with the relevant policy.
- Pastoral Teams support children/young people and their families
- Signposting to external agencies to support the wellbeing of the child
- In-school interventions, which may include
 - Self-esteem groups
 - Social skills groups
 - Lunch time support
 - Behaviour support strategies
 - Small group support

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance e.g. PSHE, registration time and indirectly with every conversation adults have with pupils throughout the day.

Pupils with SEND will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. The SENCo may, under the consent of the parent, feel it is appropriate to coordinate additional support through access to a mentor, an external referral to Forward Thinking Birmingham (Child and Adolescent Mental Health Service), or access to an Educational Psychologist.

Some pupils may also benefit from additional support through specific behaviour strategies and interventions delivered by City of Birmingham School (COBs) Outreach Service.

Please refer to our Anti-Bullying Policy for additional information regarding how we address issues around bullying at Washwood Heath Academy.

8. How will teaching be adapted to support the child/young person with special educational needs?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

Differentiation may take the form of adapted resources, differentiated tasks and / or a modified curriculum.

The SENCO and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

9. What different types of support can the child/young person receive in school?

All teachers have appropriate qualifications and are teachers of pupils with Special Educational Needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs.

All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of new developments and research. Individual staff may receive specific training to meet the needs of a particular child.

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups such as reading, maths and social skills

- Timetables may be adapted to meet individual needs
- In-class support
- 1:1 or small group work to address the targets in a child's personalised learning support plan

10. How will the Trust support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Additional support is available to enable all children to access and enjoy unstructured times, such as lunchtimes and playtimes.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the School day.

Some extra-curricular activities are particularly targeted at students with SEND, such as homework club.

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENCO where relevant and necessary.

Support is provided on school trips and visits as required.

The School complies with the Disability Discrimination Act (1995) and the Equalities Act of (2010) in making reasonable adjustments for students with SEND. Please see links below for further information:

<http://www.legislation.gov.uk/ukpga/2010/15/section/6>

<http://www.legislation.gov.uk/ukpga/1995/50/contents>

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

Parents are consulted and are involved in the planning of all academy trips and educational visits.

11. How does the Trust involve children/young people in decisions that affect them?

At Washwood Heath MAT we believe that each student is unique. All students have specific educational needs and are entitled to the best possible teaching support. Every student with SEN and disabilities in this inclusive school is entitled to fulfill his/her optimum potential.

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able.

This is achieved through the Academy or Year Council, mentor meetings with an academic mentor, meetings with the pupil, mentor and parents on Parent Consultation evenings and participation in review meetings.

12. Who should I contact if I'm not happy with my son or daughters learning or progress?

Your first step should be to discuss your concerns with your young person's class teacher. If you remain unhappy your concerns should be discussed with the SENCO. If your concerns are not resolved, then you can ask for a meeting with the SLT Link and SENCO.

If your concerns still remain you can send a letter of concern to the chair of the local governing body via the academy office. If following a response from the governing body you feel the issue has not been adequately addressed then as a parent you are entitled to contact the local authority, who will then apply their own complaints procedure.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the academy's own complaints procedure.

13. How are the academy's resources allocated to support children/young people with SEND?

The Trust allocates its' resources in accordance with the Budget and individual pupil's Statement of Special Education Needs or Education and Health Care Plan.

A proportion of the Academy's delegated budget is available to pupils with identified special educational needs and/or disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEN support across the Academies is mapped, reviewed and evaluated on an ongoing basis by the SENCO and is allocated according to individual needs and advice from external professionals. The SENCO provides a written report evaluating the effectiveness of the SEN provision to the Local Governing Body at least annually and meets with the SEN Link Governor on a regular basis

14. What services external to the trust can provide support to children with SEN?

As a Trust we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in the academies to provide observations, reports, advice for teachers and parents, and to attend professionals' meetings.

The external agencies include:

- Pupil and School Support Service (PSS)
- Local Authority Special Educational Needs Service (SENAR)
- Educational Psychology Service (EPS)
- Autism Team
- City of Birmingham School (COBS) Outreach Service
- Child and Adolescent Mental Health Service (Forward Thinking Birmingham)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing Impaired Team (HI)

- The Visually Impaired Team (VI)
- School and Community Nursing Service
- Social Services
- Young carers
- Any other relevant professionals

15. How are staff in the trust supported to work with children/young people with special educational needs and what training do they have?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs. This training will be a mixture of "in house" and externally sourced specialist Continual Professional Development.

As a Trust we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in the academies to provide observations, reports, advice for teachers and parents, and to attend professionals' meetings. We have close links with the Local Authority's SENAR team.

Please refer to the School's SEN policy which is updated every 2 years and published on the Trusts and Academy website.

16. How will the trust support the child/young person in moving on to another school or college or to the next key stage in their education or life?

We work very closely with our primary feeder schools, especially at times of transition. The Academies work with all of the primary schools that send students to us from year 5 onwards.

We have an effective transition programme and established links with our primary feeder schools, which includes:

- Professionals meetings to discuss individual pupil's needs
- Additional advice and support sought from external professionals
- Transfer and exchange of information, which includes assessment data
- Home visits to meet with parents of pupils with particular needs
- Additional visits to the School
- Support with applications (Post-16 / 18)
- Support with attendance at College and Higher Education Open Days (Post-16 / 18)

17. How accessible is the setting/school/college environment?

Washwood Heath MAT is not fully wheelchair accessible; however, adaptations and reasonable adjustments are made as necessary, including:

- Adaptations to timetable
- Provision of equipment and aids
- Disabled toilet
- Translators (when required)

Please refer to the School's Disability, Access and Equality policy which is available on the Trust's Website.

18. Who can parents/carers contact for further information at the school?

Parents/carers who are concerned about the well-being or progress of their child should contact the child's class teacher (form tutor) in the first instance, who will liaise with the Head of House/SENCO where appropriate to provide additional support/intervention.

Subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENCO.

General information on the Trust/Academy policies and procedures, and communications with parents can be found on the Trust/Academy website.

If your child has additional needs and you are considering applying to an Academy within the Trust, please contact the SENCO via the Academy office for an initial visit and details on how to apply. Applications for students with a Statement of Special Educational Needs or Education and Health Care plan should be made in conjunction with the Special Educational Needs Assessment and Review Service (SENAR) at the Local Authority.

The Birmingham City Council website contains information on facilities and services for all students with Special Educational Needs and Disabilities across Birmingham, and contains a link to the Birmingham City Local Offer

<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>

The above information can also be found at: www.birmingham.gov.uk/send

19. Is there a special service in Birmingham that supports and advises parents about issues such as statutory assessment and provision?

The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

To contact SENDIASS: Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk
Website address is <http://www.birmingham.gov.uk/sendiass>