

# Special Educational Needs School Information Report “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.

We support all learners with Special Educational Needs and Disabilities in any of the four areas of need outlined in the code of practice: (1) Cognition and learning (2) Communication and interaction (3) Social, emotional and mental health (4) Sensory and/or physical.



Please also refer to our SEND and Learning policy:

<https://shenleyacademy.e-act.org.uk/student-support/supporting-our-send-students/>

THINK BIG  
DO THE  
RIGHT THING  
TEAM SPIRIT

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The Birmingham local offer can be found at:

<https://www.localofferbirmingham.co.uk/>

The Shenley academy admissions policy:

<https://shenleyacademy.e-act.org.uk/useful-info/how-to-apply-for-a-place-at-shenley-academy/>

## How do you teach children or young people with special educational needs and disabilities?

We are aspirational about all our children. We aim for 'quality first teaching' in all our classrooms which is a particular way of planning and teaching that means the lessons are adapted, modified and structured as much as possible to suit all the learners. This means that activities are planned according to the level the young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as intervention support.

All our children follow the national curriculum but, if appropriate, we will liaise with the necessary people involved with the student and the student themselves to enable them to make informed curriculum decisions to maximize their potential and achievements.

We will always adapt the learning environment to enable learners to access the curriculum. For example, if a child has a physical disability we will liaise with specialist agencies to ensure we are doing all we can to make reasonable adjustments so that all learners can learn.

We are fully aware that some learners have sensory needs and we have a quiet area in the school that is accessible via appropriate referral.

### **For your child this means:**

- That the subject teacher has the highest possible expectations for all pupils in their class.
- That the subject teacher is fully informed of the individual needs of the pupils within their class and is equipped with specific strategies to aid each student's success.
- The subject teacher will closely monitor the progress made by each pupil within their class and take steps to address any gaps in a student's learning. This may include providing extra support or liaising with parents and the SEND department to ensure all pupils make the desired progress.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

**SEND Regulations 2014 5(a):** their approach to teaching of children and young people with special educational needs.

**SEND Regulations 2014 5(b):** '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

## How do you decide a child or young person has special educational needs or disabilities?

- The school has full regard to the Code of Practice, and follows the staged model of identification and assessment, as advised by Birmingham LEA.
- Most main feeder primary schools are visited by the transition team and the SENCo liaises with all Primary schools in the latter half of the summer term, to gain information from primary SENCOs about the children transferring to Shenley Academy.
- Information from Parents is gained as appropriate and liaison is the key to ensuring good progress.
- All students complete a group literacy assessment online which identifies students who may need further investigation into their needs.

At Shenley we use a variety of different ways to assess whether a pupil has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the young person

Once a pupil is identified as having a special educational need, a graduated approach to support is taken. The pupil's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made in consultation with parents/carers and the pupil.

**What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for identifying the particular SEN of children and young people.'

**SEND Code of Practice 2014 4.34:** 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

**SEND Code of Practice 2014 4.35:** 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

## What extras do you offer children or young people with special educational needs?

All teachers at Shenley Academy provide Quality First Teaching and the most important support students receive is class teacher input via excellent targeted classroom teaching.

### **For your child this means:**

- That the subject teacher has the highest possible expectations for all pupils in their class.
- That the subject teacher is fully informed of the individual needs of the pupils within their class and is equipped with specific strategies to aid each student's success.
- The subject teacher will closely monitor the progress made by each pupil within their class and take steps to address any gaps in a student's learning. This may include providing extra support or liaising with parents and the SEND department to ensure all pupils make the desired progress.
- Advice and support from Outside Agencies is requested where appropriate.

### **Interventions**

However, some students do need additional support in order to accelerate their progress so we also run interventions for maths and English to enable students to 'catch up' and make at least expected progress. The students are withdrawn from lessons (not maths or English) and this usually takes place during Year 7 and Year 8, when pupils can improve their skills in the core subjects, ready for when they start their GCSEs. Year 9 and 10 receive additional interventions during tutor time and Year 11 have an after school programme.

- The withdrawal programme is led by the Targeted Intervention Team, and is delivered to students identified through data analysis and discussions with staff.

- We ensure that all staff at Shenley Academy receive regular training and updates for the four main categories of special educational needs: communication and interaction; cognition and learning; social, mental and emotional health; and sensory and/or physical.
- Outside Agencies-such as the Communication Team (CAT) have also delivered Level 1 training to all staff.
- The Inclusion team within Shenley Academy also support staff with a regular SEND 'Spotlight' briefing where individual needs are highlighted and discussed. There are regular CPDL sessions where SEND is the main focus

Looked after children with SEND will have termly EPEP meetings where their needs and progress will be discussed in detail with carers, social workers and the advisory support teacher for Birmingham Virtual Schools.

**What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

**SEND Regulations 2014 5(a):** their approach to teaching of children and young people with special educational needs.

**SEND Regulations 2014 5(b):** '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

## How do you make sure children and young people with special educational needs and disabilities do well?

We understand that communication is important to ensuring all students enjoy school and achieve their full potential. The Inclusion Department has 3 review opportunities a year.

Quality first teaching will be provided to all pupils and this way of teaching includes continuous assessment, for example checking that the child understands at different points throughout the lesson. The class teacher will continually review progress through both formative and summative assessments (everyday class work and short tests) and the leadership team will look at progress data to identify as quickly as possible any children who are not making expected progress. All pupil's progress, including those pupils with a special educational need, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test.

At Shenley, staff where appropriate use personalized tracking systems as a form of assessment when a pupil is making small steps of progress. In addition, for pupils with special educational needs, we track progress at every data collection, identifying key pupils who may need additional support. The progress each child is making is discussed at pupil progress meetings with the parents, class teacher and SENCo.

Where progress continues to be limited more individualized support may be provided in line with Shenley's graduated response.

The system leader for SEND will request information on progress of pupils with SEND and what the academy is doing to close the gap with these pupils.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

**SEND Regulations 2014 5(d):** 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

## What facilities do you have to support children or young people with special educational needs and disabilities?

- Shenley is a fully accessible school with a lift for students, staff and visitors who may require one.
- We aim to ensure that equipment used is accessible to all children regardless of their needs and we are supported by Physical Disabilities Support Service.
- We work with the Sensory Support Service to ensure we are providing appropriate support for pupils with auditory and visual impairments.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Lift access is provided to students with physical disabilities and specific medical conditions to enable them to access the first and second floors.
- We would consult with our external agencies if a pupil came to us with a physical or sensory impairment. We would ensure all necessary adjustments were put in place.

The school's accessibility plan can be found here:

[Accessibility-Plan.pdf](#)

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

**SEND Regulations 2014 5(f):** 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

## Do you have staff with specialist training or have 'experts' to support you?

There are various outside agencies who work with Shenley Academy to ensure that students' needs are met.

### **The C/AT Team**

- The Communication and Autism Team (C/AT) is a team of specialist, dedicated professionals working to support children and young people with autism and their families and schools.
- C/AT help schools identify issues surrounding autism and develop a plan to deal with them in an inclusive way which helps all children and young people rise to their full potential.
- C/AT work in over 420 schools in Birmingham and have helped develop the National Autism Standards providing a framework for support in schools all over the country.

### **Educational Psychologist**

- Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational and community settings. The service uses expertise of psychological theory and research to develop an understanding of the most complex situations, addressing a wide range of child and adolescent development issues, including special educational needs. Educational Psychologists work collaboratively with key adults to enhance the achievement and wellbeing of children and young people. The support provided can be targeted at individuals, groups and also at the wider level.
- At Shenley Academy we have access to an Educational Psychologist – who works closely with the Inclusion team completing observations, individual student assessments, supporting statutory assessments and liaising with parents.
- He also completes detailed reports and delivers training as appropriate

## **Pupil and School Support**

Pupil and School Support (PSS) work with schools to help students with cognition and learning difficulties, and other vulnerable groups, to progress and achieve to the best of their abilities. Following an assessment of students' needs, they support schools to put in place provision and interventions to ensure that all students have access to the curriculum and are able to make good progress. PSS work closely with other agencies to support positive outcomes for children and young people.

## **The Sensory Support Service**

This service visits school when appropriate and provide training and support to staff, parents and students to ensure students have full access to the curriculum.

## **Academic & Behaviour Mentors**

- We have a number of students who may struggle with their emotional and mental well-being and benefit from talking to a trained counsellor.
- Lisa Robinson fulfils this role and works in school 1.5 days a week. Lisa meets with students following a college referral and she also offers bereavement counselling for students as appropriate

## **What the legislation says...**

**SEND Code of Practice 2014 4.32:** information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

**SEND Regulations 2014 5(i):** 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.

## How do you support the wellbeing of children and young people with special educational needs and disabilities?

- Students are supported with their mental health and well-being through the pastoral team.
- In addition, the inclusion team offer on-going support with students with emotional difficulties.
- A range of social and emotional support is available to support with concerns such as self-esteem, social skills and anger management. Students are encouraged to report any incidents, including bullying, and these are dealt with primarily by the pastoral and college teams, but all staff are trained to be able to support young people to air any concerns that they may have and deal with any incidents of bullying.
- There is an academy counselling service available for 1.5 days per week and students are referred to this service through the pastoral system.
- E-ACT staff are trained as mental health first aiders and take the wellbeing of young people and staff seriously.
- Assemblies are delivered on anti-bullying and the school takes a zero tolerance approach on bullying.
- Our Family support worker works closely with families that require additional social, emotional and mental health support and can signpost to additional supporting external agencies.
- Support to prevent exclusions come from Filter Group meetings as professionals to discuss our most vulnerable and at risk students. This will result in information sharing and the relevant additional support and interventions being put in place to support students at risk of exclusion such as a behavior intervention, social intervention or managed move.
- If a pupil has a specific health care need an individualized health care plan will be implemented with input from pupil and parents/carers. Administration of medication is undertaken by the student in the first instance and then where necessary trained staff will administer medication.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

**SEND Regulations 2014 5(j):** how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

## What happens if a child or young person needs specialist equipment, services or support?

- Students with disabilities and others who require specialist equipment, services or support are usually known to the school before they start through a thorough transition system from primary school. This ensures that planning for any student who has additional needs can take place well before the student is due to start.
- We have strong links with Victoria School who support and advise us on equipment and support for students with physical difficulties. Victoria School will often loan equipment at short notice to ensure that the best possible support is in place.
- Reasonable adjustments are made for any students who have specific needs and careful liaison with parents/carers and families ensure that the best possible provision is made.
- Some students have a member of the Inclusion team assigned to them. Every effort is made to ensure that any absence of these key staff is covered and the inclusion team work together to ensure this is carefully planned.
- For LAC students with SEN, we will work alongside carers, social workers and the Virtual School to ensure appropriate support.
- Specialist support is decided upon based on the individual needs of the student and whether or not they are making progress based on the assess, plan, do, review cycle.
- Pupils with EHCPs will often have very clear provision and recommendations outlined in their Plan, and the linked professionals will also often be available to help the school with ensuring appropriate provisions are put in place. We will work closely with specialists to ensure all the provision is provided within the means of the school and the resources made available to it.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.'

**SEND Code of Practice 2014 4.35:** 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

## How will I know if my child or young person is doing well in school?

We understand that communication is important to ensuring all students enjoy school and achieve their full potential.

Whole school review opportunities include: -

- Following assessments student's grades are recorded on SIMS and this information is sent home
- A full report is issued once a year.
- Parents/Carers evenings take place once a year for each year group.
- A review day with the form tutor takes place once a year at the beginning of the academic year.

We also think that it is important that our young people are able to give us feedback on their time in school:

- The school council meets regularly to discuss issues raised by all pupils.
- Informal conversations between students and staff take place daily and students are encouraged to speak to staff on any occasion.
- Students are asked to comment as part of each SEND review-3 times a year.

As per the 'Assess, Plan, Do, Review' cycle as outlined in the SEND Code of Practice, if, after additional support and intervention a pupil continues to struggle, the school will seek further outside specialist advice and may apply for an assessment for an Education and Health Care Plan (EHCP). The School will always do this in partnership with the parents or carers.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

**SEND Regulations 2014 5(d):** 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

## Do you have 'out of school' activities that children or young people can do?

A range of extra support is offered outside of lesson time.

### **Before school**

- The LRC (Learning Resource Centre) is open from 8am every day and staff are available to offer individual support to pupils.

### **After school**

- Homework Club is available Monday, Tuesday and Thursday after school 3:00-3:45.
- We also offer clubs such as Lego Club and Chess (to name but a few!) to ensure students increase their circle of friends and develop their social skills during lunch and break time.

**Where appropriate and possible, adjustments will be made to ensure all children with special educational needs are fully included in these activities.**

At the end of Autumn and Summer term are rewards weeks. Students that behave in a positive manner or show improved behavior over a course of time are able to attend. There are a multitude of trips including to theme parks, zoos, restaurants. Each department runs trips to different venues and establishments creating links for educational and social experiences. Trips and outdoor activities are for all pupils and with parents/carers agreement, Shenley will make all reasonable adjustments necessary to ensure they are accessible for all.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

**SEND Regulations 2014 5(g):** 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

## How do you support children or young people moving on to their next school or setting?

Transition between schools and settings are really important and students with an EHCP have to start thinking about their future plans and wishes in YR 9. Every year as part of the Annual Review process, students and parents complete Pathways information and have an appointment with the Academy Careers Advisor. The advisor supports with general information but also with completing application forms, arranging visits and interviews as well as ensuring that any courses or applications made are the most suitable and appropriate.

- All students are supported with making their option choices ensuring that discussions have been had regarding future aspirations and possible career choices.
- As part of the transition process, liaison takes place with the new setting and visits are arranged as appropriate to the needs of the student to ensure that the transition is successful and a natural process of moving on.
- Any relevant documentation is also transferred securely to the new setting so that essential information is shared.

We aim to make times of transition as easy as possible for the children and young people in our school and we have strong links with our local feeder primaries.

### When starting at our school we:

- Meet with the young person and their parents to talk about their needs and answer any questions about our school
- Meet with staff at the pupil's previous school or setting
- Provide the pupil with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the young person

- Arrange visits to our school so the young person gets to see it before they start properly
- Give any adults working with the pupil a pupil passport describing the things that help to support them in school

When moving to a new school we:

- Talk to key staff at the new school about things that help the 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 young person wants
- Talk to the young person and their family so we can answer any questions they may have about the new school.

**What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

**SEND Regulations 2014 5(g):** 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

## What should I do if I disagree with what you're doing or want to make a complaint?

- At Shenley Academy we understand that feedback, especially from our parents and pupils, is an essential part of improving our organisation – from the education we deliver to the way we communicate with parents and pupils, and right through to our organisational strategy.
- We want to encourage parents and pupils to give us feedback, even when the feedback might be something they are not happy about as we can only resolve issues or concerns if we know about them.
- We aim to ensure that any concern or complaint is managed sympathetically, efficiently, quickly and at the appropriate level and resolved as soon as possible.
- We will try to resolve every concern or complaint in a positive way with the aim of putting right a matter which may have gone wrong and, where necessary, we will review our systems and procedures in light of the circumstances of the complaint.
- If you disagree with what we are doing, we ask you to get in touch with us. You can do this quickly and easily by emailing: [Adrian.Rackham@E-ACT.org.uk](mailto:Adrian.Rackham@E-ACT.org.uk)

Our Concerns and Complaints policy can be found [here](#).

## Who should I contact for more information?

### Head of Inclusion/SENCo – Mr Rackham



#### Responsible for: -

- Working with the Head teacher and governing body to plan the development of SEND policy and provision within the school.
- Working closely with staff, parents and other agencies to maintain communication and to ensure children with SEND make the most progress possible.
- Providing appropriate training to teaching and support staff to ensure lessons are differentiated appropriately for SEND pupils.
- Monitoring the progress made by students with SEND.
- Evaluating the effectiveness of the provision made for children and young people with SEN.
- Updating the SEND register and ensuring records are kept on the intervention students have received.
- Ensuring that all students with SEN have a clear and appropriate career path.
- Ensuring students have suitable college/vocational placements when leaving school.

**Deputy SENCo – Ms. R Banks**



**Assistant SENCo – Mr. R Jacobs**



**Responsible for:**

- Liaising with the college staff and teaching staff to ensure all teachers are aware of the individual needs of SEND students.
- Ensuring parents are informed of their child's support within school.
- Coordinating, monitoring and evaluating the inclusion interventions
- Working with the targeted intervention assistants to monitor students' day-to-day welfare.

Mr Rackham, Ms Banks and Mr Jacobs work closely on a daily basis. All provision is implemented in close liaison with both Academic and Pastoral structures within the school.

## Where can I find out more about what support there is for children and young people with SEND in the local area?

Birmingham Local Authority's Local Offer can be found at:

<https://www.birmingham.gov.uk/localoffer>