



SEND Information Report

2023/2024

E-ACT

OPENING MINDS,
OPENING DOORS

#thinkbig

#teamspirit

#dotherightthing

Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link:

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

You can find the most up to date SEND Code of Practice via:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Our SEND policy can be found on the academy website: <https://shenleyacademy.e-act.org.uk/student-support/supporting-our-send-students/>

Shenley Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalized teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth

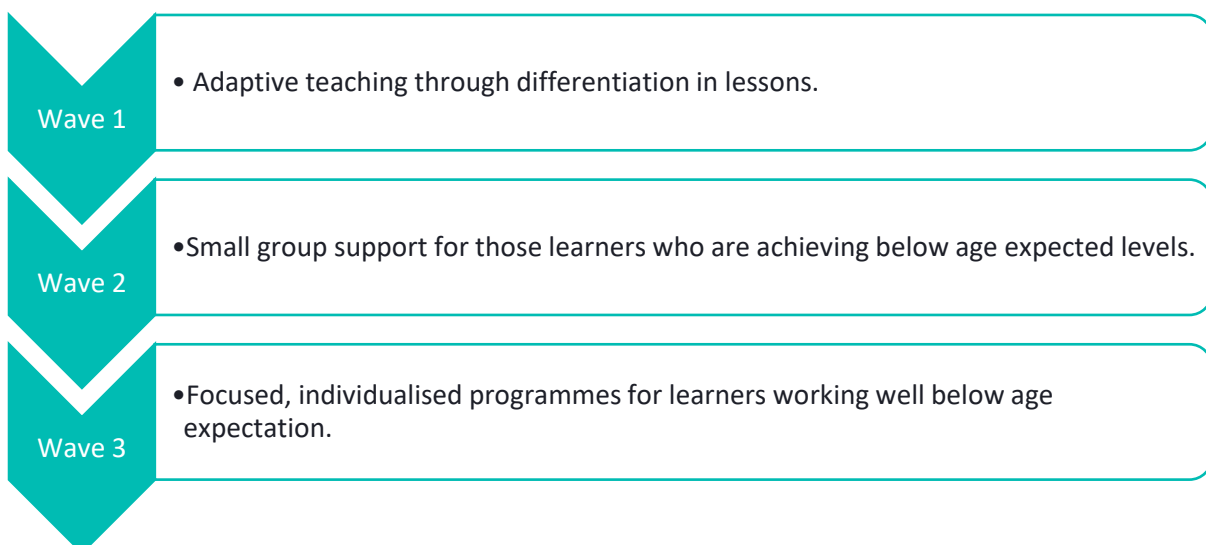
remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
<p>Communication & Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualized motivation in order to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar / phonological awareness is still poor and therefore their literacy can be affected.
<p>Cognition & Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organizational skills • An understanding of numbers • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing

<p>Social, Mental and Emotional health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties (ODD/EBD/PDA) • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
<p>Sensory and / or Physical</p>	<p>These learners may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Rebecca Banks</p> <p>Contact details:</p> <p>Shenley Academy, Shenley Lane, Northfield, B29 4HE</p> <p>Phone: 0121 464 5191 ext 48212</p> <p>Email: rebecca.banks@she.e-act.org.uk</p> <p>I work as SENCO and Humanities teacher. My team is made up of five full time members of staff and together we provide support and interventions for students on the SEND register.</p>
<p>How accessible is the academy site?</p>	<p>Shenley Academy is a fully accessible school with a lift for students, staff and visitors who may require one.</p> <p>We aim to ensure that equipment used is accessible to all children regardless of their needs and we are supported by the Physical Difficulties Support Service.</p> <p>We work with the Teacher of the Vision Impaired (Sensory and Physical Support Service) to ensure we are providing appropriate support for students with auditory and visual impairments.</p> <p>After school provision is accessible to all children including those with SEND.</p> <p>Extra-curricular activities are accessible for children with SEND.</p> <p>Lift access is provided to students with physical disabilities and specific medical conditions to enable them to access the first and second floors.</p> <p>We consult with our external agencies, as required, to support a student joining Shenley Academy with a physical and / or sensory impairment. We ensure all necessary adjustments are put in place.</p> <p>You can find the accessibility policy here:</p> <p>https://shenleyacademy.e-act.org.uk/useful-info/academy-policies/</p>
<p>How will academy staff support my child?</p>	<p>All teachers will be informed of your child’s individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the academy, there are a variety of staff roles to support your child.</p> <p>As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to</p>

	<p>meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy headteachers, SENDCo's and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).</p> <p>Some students do need additional support in order to accelerate their progress. We therefore run interventions for Numeracy and Literacy to enable students to 'catch up' and make at least expected progress. Students may be withdrawn from some lessons, receive intervention during morning registration or are supported during the lesson. Targeted individuals also receive support from primary school trained teachers within and beyond the lesson. Year 11 have a bespoke before and after school programme.</p> <ul style="list-style-type: none"> • 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, Emotional and Mental Health; and Sensory and / or Physical. • Outside Agencies - such as the Communication Team (CAT) deliver training to all staff. • The Inclusion team within Shenley Academy also support staff during regular SEND briefings where individual needs are highlighted and discussed. There are regular CPDL sessions where SEND is the main focus. <p>Looked after children with SEND will have termly meetings where their needs and progress will be discussed in detail with carers, social workers and the advisory support teacher for Birmingham Virtual Schools.</p> <p>Wave 1 interventions:</p> <p>Adaptive teaching (within the classroom)</p> <p>Scaffolded tasks</p> <p>Guidance to staff on how best to support within the classroom. As an academy we use student passports to inform staff on how to support each child on the SEND register. Strategies are shared via passports, staff briefing and through staff training.</p>
--	---

	<p>Wave 2 interventions: (list academy interventions below – make sure these are group interventions)</p> <p>Within our Inclusion provision, we run a wide variety of interventions including:</p> <p>Lexia - Literacy</p> <p>IDL – Maths</p> <p>Functional skills Maths and English</p> <p>Wave 3 interventions: (list academy interventions below – make sure these are 1-2-1 interventions and include external professionals making clear which are external / internal)</p> <p>There are various outside agencies who work with Shenley Academy to ensure that students' needs are met.</p> <p>The CAT Team</p> <ul style="list-style-type: none"> • The Communication and Autism Team (CAT) is a team of specialist, dedicated professionals working to support children and young people with autism and their families and schools. • CAT help schools identify issues surrounding autism and develop a plan to deal with them in an inclusive way which supports all children and young people in reaching their full potential. • CAT work in schools throughout Birmingham and have helped develop the National Autism Standards, providing a framework for support in schools all over the country. <p>Educational Psychologist</p> <ul style="list-style-type: none"> • 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 in completing observations, individual student assessments, supporting statutory assessments and liaising with parents / carers. • The Educational Psychologist also completes detailed reports and delivers training as appropriate.
--	--

	<p>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.</p> <p>The Sensory and Physical 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.</p> <p>Academic & Behaviour Mentors</p> <ul style="list-style-type: none"> • We have a number of students who may struggle with their emotional and mental well-being and benefit from talking to a trained counsellor. • Dareeanne Darkin fulfils this role within school. Dareeanne meets with students following a referral and she also offers counselling for students as appropriate. • In addition to these interventions, we also provide: Art Therapy – SEMH Malachi – SEMH
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p> <p>At Shenley we use a variety of different ways to assess whether a student has special educational needs. Some of these ways include:</p> <ul style="list-style-type: none"> • 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 <p>Once a student is identified as having a special educational need, a graduated approach to support is taken. The student's needs will first be assessed, then support will be planned, carried out and then</p>

	<p>reviewed. At the review any necessary changes will be made in consultation with parents/carers and the student.</p> <p>If a student is working towards external qualifications and requires additional support, access arrangements such as extra time will be put in place if the student qualifies for this.</p> <p>We work very closely with our external professionals such as the Educational Psychologist, meeting on a termly basis to decide which students they will work with in that term.</p> <p>Should a student be identified as perhaps needing an assessment for Autism or ADHD, in the first instance we would encourage parents to visit their GP to discuss this. We are happy to support referrals and will work with the assessment team by completing any necessary paperwork and providing school-based evidence where appropriate.</p>
<p>How are academy resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>The Inclusion team is made up of:</p> <ul style="list-style-type: none"> • SENCO/Head of Inclusion • Wave 3 Manager • Literacy Lead • SEMH Lead • Targeted Intervention Assistants x 3 <p>Students who work with the Inclusion team are students who need over and above that which can be offered in the mainstream classroom. Data from assessments is used to identify those who need more support to make academic progress. This may be targeted intervention which takes place outside of the classroom or it could be having an additional adult with students in the classroom. Our aim is that students become independent learners and so to support this, TA's are not with individuals in lessons at all times.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>All Parents will receive a termly assessment data report from subject staff and a more detailed report once per academic year. Parents' evenings are held at specific points in the year and in addition to these the SENDCo is available for parents to request a meeting. This will be either virtually or in person depending on availability.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them</p>

	<p>within the classroom. This will be added to their passport and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with:</p> <ul style="list-style-type: none"> • Class teacher • Tutor • Head of Year • Pastoral support manager • Pastoral Lead – Miss Meghan Hands • SENDCo – Mrs Rebecca Banks • Keyworker [If on SEN register] <p>Learners are encouraged to:</p> <ul style="list-style-type: none"> • Attend extra-curricular clubs • Take an active role within group activities • Take part in pupil voice activities • Attend review meetings • Contribute to target setting and reviewing
<p>What support will there be for my child’s overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p> <p>The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>We also offer the following Wellbeing Interventions:</p> <ul style="list-style-type: none"> • Breakfast club • Small well-being group interventions • One to one well-being check-ins • A well-resourced and rigorous PSHE programme <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff. Mrs Hipwood, our Wave 3 manager completes these plans with the input of the student and parents.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this. At Shenley Academy, this is offered in</p>

	<p>CG6. 1-2-1 spaces cannot be guaranteed but adjustments will be made wherever possible.</p>
<p>What specialist services and expertise are available or accessible by the academy?</p>	<p>We have access to the following specialist services and expertise:</p> <ul style="list-style-type: none"> • School nurse • Counselling • Mentoring • Young Carers - accessed externally • Medical – GP, Hospital • NHS outreach • Bereavement Counselling • Educational Psychologist • Mental Health – Forward thinking Birmingham/ COBS/Malachi • Social Services <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards this through a recognised training provider such as Newman University. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p>

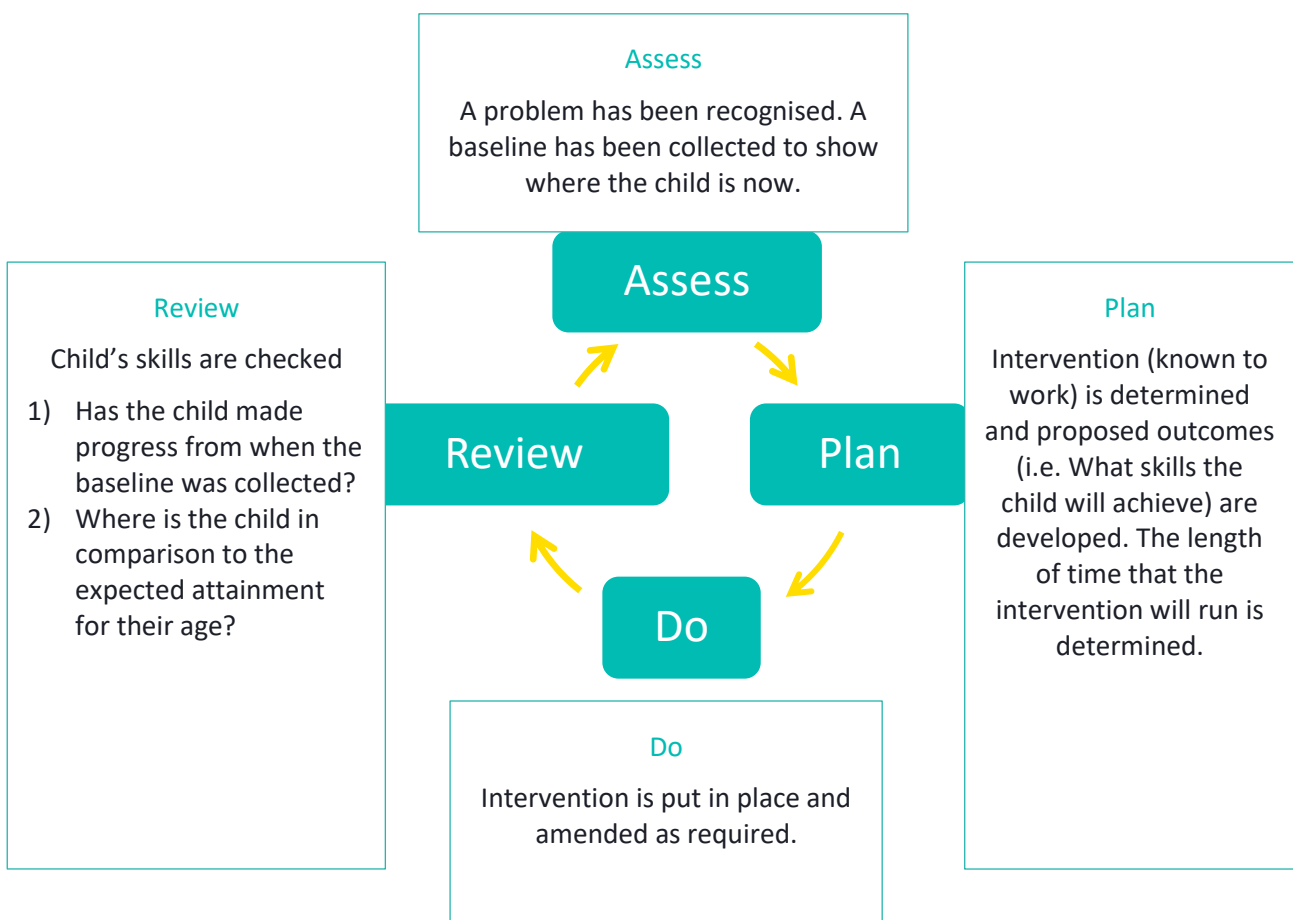
	<p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>Shenley Academy open the school to students and parents of prospective Y7 students on the annual open evening and open morning in September.</p> <p>Throughout the summer term, a concerted effort is made to visit all feeder primary schools. The SENCO will meet with the y6 class teacher and primary SENCO to gather as much information as possible in order to make the transition as smooth as possible. Shenley Academy also provide extra transition sessions in the summer term for students who would benefit from more visits to the academy. In these sessions, students are taken on tours of the building and complete team-based exercises to encourage confidence and build friendships.</p> <p>For those students leaving in Year 11, all information is passed onto their new place of study.</p> <p>When moving to a new school we:</p> <ul style="list-style-type: none"> • 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. <p>If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at E-ACT Shenley Academy:</p> <p>For academic concerns:</p> <ul style="list-style-type: none"> • Mrs Emma Housden – Deputy Headteacher responsible for Curriculum

	<p>For pastoral concerns:</p> <ul style="list-style-type: none"> Miss Meghan Hands – Associate Assistant Headteacher <p>If your concern is in relation to your child’s Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher, subject leader or your child’s tutor who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child’s special educational need/s, please contact the SENDCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website:</p> <p>https://shenleyacademy.e-act.org.uk/wp-content/uploads/sites/6/2023/09/E-ACT-Complaints-Policy-and-Procedure-2023.pdf</p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> Helping them to be organised for their day (including bringing the right equipment and books) Full attendance and good punctuality Supporting with reading at home Completion of homework Attending parent’s meetings Attending any meetings specifically arranged for your child Ensure that any interventions to complete at home are encouraged and supported
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a Behaviour Plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of the student and reviewed as agreed at the first meeting.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner’s attendance falls below 97% (academy target), contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT’s Behaviour and Attendance team.</p>
	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs</p>

<p>How is the Trust's Governance involved and what are their responsibilities?</p>	<p>education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENDCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT. The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENDCo and/or the headteacher then the E-ACT SEND team can be contacted at the request of parents.</p>
--	---

Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



Glossary of SEND Acronyms & Abbreviations

ADD	Attention deficit disorder	LAC	Looked after child
ADHD	Attention deficit hyperactivity disorder	LO	Local offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	ODD	Oppositional defiant disorder
CIN	Child in need	OT	Occupational therapist
CoP	Code of practice	PDA	Pathological demand avoidance
CP	Child protection	PEP	Personal education plan (for looked after child)
CYP	Children and young people	PEEP	Personal emergency evacuation plan
EAL	English as additional language	PMLD	Profound and multiple learning difficulties
EHCP	Education health care plan	PP	Pupil premium
EP	Educational psychologist	SALT	Speech and language therapy
EYFS	Early years foundation stage	SDQ	Strengths and difficulties questionnaire
FAS	Foetal alcohol syndrome	SEND	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	SENDCo	Special educational needs and disabilities coordinator
GLD	Global learning delay	SLCN	Speech language and communication need
HI	Hearing impairment	SLD	Severe learning difficulty
HLTA	Higher level teaching assistant	SpLD	Specific learning difficulty
IEP	Individual learning plan	SPDs	Sensory processing disorders
IRP	Independent review panel	TA	Teaching assistant
ISP	Individual support plan	VI	Visual impairment