

WMG Academy – Solihull

Special Educational Needs Information Report September 2017

Aims of our provision for learners with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that students with SEN engage in the activities of the school alongside learners who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for learners for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of learners.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multiprofessional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice 0 – 25 (2014).

- Special Educational Needs: A student has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This

definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

What kinds of special educational need does WMG Academy make provision for?

- WMG Academy is a University Technology College (14-19). We have provision to meet the needs of students with moderate and specific cognition and learning difficulties, learners with communication and interaction difficulties (including students with Autism Spectrum Conditions), young people experiencing social, emotional, and mental health difficulties and learners with sensory and/or physical difficulties.
- It should be noted, however, that WMG Academy does not have enhanced or specialist provision for any specific area of special educational need.

How will I know about my son or daughter's progress in school?

- Five times a year you will receive a report informing you about your son or daughter's progress in each subject area, comparing their current attainment with their target and giving an attitude for learning grade.
- Four of the reports will be 'mini' reports, the fifth will be a 'full' annual report.
- There is an annual parents' consultation evening for each year group. Dates of Parents' Consultation Evenings are published in the school calendar and on the school website.

How will WMG Academy identify and assess my son or daughter's special educational needs?

WMG Academy believes that learners' needs should be identified and met as early as possible. This is done through:

- the analysis of, CAT 4 test results, reading ages, other whole-school learner progress data.
- classroom-based assessment and monitoring arrangements.
- following up student and parental concerns.
- tracking individual learners' progress over time.
- liaison with previous schools on transfer.
- information from previous schools.
- information from other services.
- undertaking, when necessary, a more in depth individual assessment - this may include psychometric assessments, chosen to deliver appropriate, useful information on a learner's needs.
- involving an external agency where the student is not making adequate progress and specialist knowledge that goes beyond that available in the school is required.

Who should I contact if I have concerns about my son or daughter's progress at school?

- In the first instance, if you are concerned about a specific subject, contact that subject teacher. All teachers can be contacted on the main academy telephone number: 0121 289 3556
- If your concern is more general about your son or daughter's progress across a number of subjects, you should contact their tutor

- Your son or daughter's teacher or tutor can consult the SENCO at any point and will discuss with you whether a referral is appropriate

How does WMG Academy evaluate the effectiveness of provision for students with Special Educational Needs?

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Heads of Department and Senior Leaders.
- work sampling on a termly basis.
- scrutiny of planning.
- informal feedback from all staff.
- learner interviews when setting new targets or reviewing existing targets
- learner progress tracking using assessment data
- attendance records
- annual evaluation of the impact of interventions
- The Headteacher's reports to Governors

How does the school assess and review the progress of students with Special Educational Needs?

- In addition to the reporting on progress outlined above for all students at WMG Academy, those with Special Educational Needs will have a termly review and planning meeting. At this meeting the existing Intervention Plan will be reviewed and if necessary the next plan will be developed.

How is the curriculum and learning environment adapted to meet the needs of students with special educational needs?

- We endeavour to achieve maximum inclusion of all learners (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the learners within the school and provide materials appropriate to learners' interests and abilities. These reasonable adjustments ensure that all learners have a full access to the school curriculum.
- Where learners are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address the needs identified for individual learners.

What additional support for learning is available at WMG Academy?

All Students

- Quality first teaching, including reasonable adjustments to meet individual needs
- High quality marking and feedback
- Pastoral support
- Access to enrichment activities

- Regular assessment and progress tracking
- Careers guidance

Some students

- Catch-up Interventions in Mathematics and English
- Access to Homework support
- Additional adult support in lessons
- Enhanced pastoral care
- Dyslexia strategy Training
- Individual Mentoring

A small number of students

- 1:1 additional tuition
- Specialist support, including support from outside agencies
- Intervention /support from the SEN Team
- Pastoral support
- Multi-agency intervention
- Counselling
- Diagnostic assessment
- KS4 Alternative Curriculum

What is WMG Academy's approach to teaching students with Special Educational Needs?

- All learners will have access to quality first teaching including reasonable adjustments for individual learners needs.
- The routine and prolonged withdrawal from mainstream of learners is not recognised as good practice and does not promote rapid progress. Progress is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to interventions. These will be learners who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be learners with special educational needs. This is part of normal provision within the academy – not a special intervention for learners with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional interventions across the academy.
- when a learner's needs require an intervention, which is "additional to" or "different from" the reasonable adjustments and additional interventions on offer for all learners in the academy they will be identified as having a special educational need as defined by the SEN Code of Practice 2014.

How does WMG Academy adapt the Curriculum and Learning Environment for students with SEN?

- We endeavour to achieve maximum inclusion of all learners whilst meeting their individual needs.

- Teachers make reasonable adjustments to ensure access to learning opportunities for all the learners within the academy and provide materials appropriate to their interests and abilities.
- Where learners are underachieving and/or identified as having special educational needs, the school adopts a variety of approaches to address the needs identified for individual learners and provide them with access to the curriculum.

What activities are available to my child outside of the school curriculum?

- WMG Academy is an inclusive establishment and all students regardless of disabilities and/or special educational needs have a recognised right to be included in all aspects of the school.
- Where needed the school will undertake risk assessments and if needed provide additional support to ensure that students with Special Educational Needs and/or Disabilities have access to extra-curricular activities.

How will my son/daughter be included in activities outside the classroom including school trips?

- All students at WMG Academy can access trips including residential visits.
- No student will be denied access to a trip because of their Special Educational Needs or disability

How will WMG academy address the medical needs of learners?

- Learners with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the relevant medical external agency, parents and if appropriate, the pupil themselves.
- The academy has a list of named first aiders who have completed formal first aid training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting learners at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

What support is there for my son or daughter's overall well-being?

- We have a robust safeguarding policy and protocols. Student's health and well-being are a paramount concern.
- All students have access to high quality pastoral care. For some students enhanced pastoral care is made available to meet needs.
- We have a robust anti-bullying policy and procedures to address any incidents
- The Academy employs several qualified First Aiders
- The Academy employs a counsellor that vulnerable students can be referred to. This would always be with student and parental consent.
- Where appropriate we initiate CAFs (Common Assessment Framework) and work closely with Health and Care practitioners to ensure students are provided with co-ordinated support
- When appropriate the academy secures additional support for students from other agencies

WMG Academy's SENCO

Mr Graham Tague

Assistant SENCO – Mrs Jordan Mahon

j.mahon@wmqacademy.org.uk

0121 289 3556

What training is provided for staff supporting my son/daughter?

- In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher with specialist qualifications and statutory accreditation.
- All staff will be trained in how to best support all vulnerable learners to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support for individual learners will be sought when a learner's lack of progress suggests it may be appropriate

How will WMG Academy secure specialist equipment and facilities for learners with Special Educational Needs?

- When specialist equipment or a high level of staffing support is required to support a learner with special educational needs, WMG Academy will fund this SEN support up to £6,000 per annum for each individual learner. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Additional Educational Needs Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

How are parents of learners with special educational needs involved in the education of their son/daughter?

- The school aims to work in partnership with parents and carers. We do so by:
 - working effectively with all other agencies supporting learners and their parents
 - giving parents and carers opportunities to play an active and valued role in their child's education
 - making parents and carers feel welcome
 - encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing

- instilling confidence that the school will listen and act appropriately
- focusing on the student's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their son or daughter
- agreeing targets for all learners, in particular, those not making expected progress and, for some learners identified as having special educational needs, involving parents in drawing-up Intervention Support Plans and monitoring progress
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the SENDIAS service
- providing all information in an accessible way, including, where possible, translated information for parents with English as an Additional Language.

How are learners with special educational needs involved in making decisions about their education?

- We recognise that all learners have the right to be involved in making decisions and exercising choice. In most lessons, all learners are involved in monitoring and reviewing their progress using targets.
- We endeavour to fully involve all learners by encouraging them to:
 - state their views about their education and learning
 - identify their own needs and learn about learning
 - share in individual target setting across the curriculum so that they know what their targets are and why they have them
 - self-review their progress and set new targets
 - (for some learners with special educational needs) to take part in the development, monitoring and review of their Intervention Support Plan.

What do I do if I have a concern about the provision made for my son or daughter?

- If there are any complaints relating to the provision for learners with Special Educational Needs these will be dealt with in the first instance by the relevant Key Stage Manager and the SENCO. If the issue remains unresolved the complaint will be referred to the Assistant head and/or the Head teacher.
- The governor with specific responsibility for SEN/inclusion may be involved if necessary.
- In the case of an unresolved complaint the issue should be taken through the general Governors' complaints procedure (see separate Complaints Policy)

What specialist services and expertise are available to support WMG Academy in meeting my son or daughter's special educational needs?

Effective working links will also be maintained with a variety of outside agencies, including health and social services to assist the school in meeting the needs of all students. Where it is agreed that a student requires additional support from outside the school, a CAF will be completed to identify the appropriate services to involve.

WMG Academy currently receives support from:

SISS (Solihull Inclusion Support Service)
CSAWS (Central School Attendance and Welfare Service)
CAMHS (Child and Adolescent Mental Health Service)

Where can I get further advice and information from?

Phone: 0121 516 5173

Email: solihullsendias@family-action.org.uk

Write to: Sans Souci, Tanworth Lane, Shirley, Solihull, B90 4D

How do you prepare my son or daughter for joining your school or transferring to another phase of education?

- We will ensure early and timely planning for transfer to a learner's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all learners in receipt of SEN support and all those with statements of Special Educational Needs or EHCP's. Students will have next phase destinations and transition arrangements discussed at review meetings with the SENCO and other relevant staff as necessary.
- Support for the learner in coming to terms with moving on will be carefully planned and may include familiarisation visits and counselling.
- Learners and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

Where can I get further information about services/support for my son or daughter?

- The Solihull Local Offer can be found at:

socialsolihull.org.uk/localoffer/education