

## **SEND Information Report Solihull September 2025**

### **Inclusion Department Vision**

Our vision is to empower every student within the Inclusion Department at WMG Academy to become independent, confident, resilient, and resourceful individuals, fully prepared to thrive in adulthood. We strive to foster an inclusive learning environment that nurtures personal growth, encourages self-belief, and equips students with the skills and mindset to navigate life's challenges with determination and adaptability. Through tailored support, we aim to ensure that all students are not only academically capable but also emotionally and socially prepared for the future ahead."

### **Definition of SEND**

#### **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 needs 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?**

- 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
- 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 and GL assessment test results, reading ages and 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 external agencies where the student is not making adequate progress and specialist knowledge that goes beyond that available in the school is required.

**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 Principal'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 (Assess, Plan, Do, Review).

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

### Quality First teaching

Quality First Teaching (QFT) is a teaching approach that prioritizes high-quality, inclusive instruction for all students, including those with special educational needs and disabilities (SEND), within the regular classroom setting. As per the WMG Academy lesson ingredients, all lessons at WMG Academy include the following:

- Planning of lessons with the 'Big Picture' in mind; this should be informed by Learning Journeys and Sequences of Learning documents
- Relevant recall and retrieval opportunities, including the use of the Academy's 'Last Lesson, Last Topic and Last Year' DO NOW template at the start of every lesson. These questions should be carefully planned due to misconceptions identified by the teacher in previous teaching cycles.
- Planning and sharing of lesson objectives and outcomes: these should be linked to exam specifications where possible so students are aware of assessment objectives and how to meet these.
- Introducing new material which is delivered in small steps
- Appropriate modelling and scaffolding - this is for all learners and abilities
- Stretch and challenge activities and content embedded throughout the lesson
- Opportunities for deliberate practice: this is vital as it facilitates opportunities for the teacher to circulate, identify gaps in knowledge/misconceptions and adapt their teaching as necessary to address these
- Adaptive teaching strategies: these should be pre-planned specifically for students with additional needs in the classroom. These should be informed by Pupil Passports
- Planned Assessment for Learning opportunities: teacher should pre-plan where they are going to assess learning and what formative assessment strategies they are going to use
- Plenary and consolidation: every lesson should end with an opportunity to consolidate learning - for both students but also for the teacher to identify any misconceptions/need for further consolidation of content.

### Key aspects of Quality First Teaching:

**Adaptive Teaching:** QFT involves adapting teaching methods, materials, and activities to suit individual learning styles and needs.

**Inclusivity:** QFT aims to ensure that all students, regardless of their abilities or disabilities, can access and participate in the learning process.

**High Expectations:** QFT fosters high expectations for all students and provides appropriate support to help them achieve their potential.

**Scaffolding:** Teachers use scaffolding techniques to provide support and guidance to students as they learn new concepts and skills.

**Formative Assessment:** QFT emphasizes ongoing assessment to monitor student progress and adjust teaching strategies as needed.

**Personalized Learning:** QFT involves tailoring teaching to the specific needs of each student, rather than using a one-size-fits-all approach.

**Collaboration:** QFT often involves collaboration between teachers, teaching assistants, and other professionals to support students' learning.

**Use of Resources:** QFT may involve the use of various resources, including visual aids, assistive technology, and adapted materials.

Examples of QFT strategies:

- Using visual aids to support understanding and memory
- Breaking down tasks into smaller, manageable steps
- Providing clear and concise instructions
- Using a variety of teaching methods to engage different learning styles
- Creating a positive and supportive classroom environment
- Utilizing peer support and collaboration
- Providing opportunities for both verbal and written responses
- Addressing sensory needs (e.g., seating arrangements, lighting)
- Using a timer to promote attention and focus for a set amount of time.

## WMG Provision

### Tier 1 Universal (QFT)

Quality first teaching strategies that include, inclusive, high quality teaching adapted for all. (chunking, scaffolding, & Modelling, explicit instruction, deliberate practice etc).

### Tier 2 School Based Support

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.

This could include the following;

- In class support
- Additional academic support/mentoring
- SEMH support
- Pupil Passports & Reasonable adjustments
- Needs based plans.

### Tier 3 Additional Support

As Tier 2 plus external agency support

Further support will be put into place depending on the individual's needs. Where necessary outside agency support will be requested if the process is not being made with the current provision in place.

External support examples;

- Early Help
  - The purpose of Early Help is to support the well-being of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse.
- Connected Care Network
  - The Connected Care Network (CCN) is a point of access for children who you are working with where a professional feels that there is an unmet need or a difficulty finding the right service for the child.
- SISS (Solihull Specialist Inclusion Service)
  - The Specialist Inclusion Support Service (SISS) works with children and young people who have Special Educational Needs and Disabilities (SEND).
- MHST/ CHAMS (Mental Health Service Team/ Children and adolescent mental health Service)
  - MHST & CAMHS are NHS services that provide support and treatment for young people experiencing mental health difficulties
- High Needs Pathway
  - Support to help in the prevention of exclusion through early intervention and responsive support.

### **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 student 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 has a Senior Mental Health Lead and an SEMH Practitioner
- 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 Early help and work closely with Health and Care practitioners to ensure students are provided with co-ordinated support.

**WMG Solihull Academy**

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**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/High 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 recruitment 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:

- o working effectively with all other agencies supporting learners and their parents
  - o giving parents and carers opportunities to play an active and valued role in their child's education
  - o making parents and carers feel welcome
  - o 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
  - o instilling confidence that the school will listen and act appropriately
  - o focusing on the student's strengths as well as areas of additional need
  - o allowing parents and carers opportunities to discuss ways in which they and the school can help their son or daughter
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- o 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
  - o keeping parents and carers informed and giving support during assessment and any related decision-making process
  - o making parents and carers aware of the SENDIAS service
  - o 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 Associate Principal
- 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, an Early Help assessment framework will be completed to identify the appropriate services to involve.

WMG Academy currently receives support from:

Solihull School Nursing Service  
SEIS (Solihull Education and Inclusion Service)  
SISS (Solihull Inclusion Support Service)  
CAMHS (Child and Adolescent Mental Health Service)  
Educational Psychologists as appropriate

***Where can I get further advice and information from? Phone: 0121 516 5173***

<https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias>

Email: [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)

**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:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>