

Sandwell Academy

Special Educational Needs and Disability (SEND) Offer

At Sandwell Academy there is a firm emphasis on the traditional values of good behaviour, mutual respect and excellent attendance, and we welcome everyone into our community. Sandwell Academy endeavours to make available inclusive provision to ensure that students identified with Special Educational Needs and Disabilities (SEND) can benefit from and enjoy a broad and balanced education. Access to the National Curriculum is provided at an appropriate level so that all students, including those with SEND, can achieve their full potential.

Our Senior Leader for Inclusion is **Mrs Helen Jones**

Our Special Educational Needs Co-ordinator (SENDCo) is **Mr Denis Campbell**

We are dedicated to narrowing the attainment gap between SEND students and non-SEND students by offering a variety of personalised learning interventions and opportunities. Celebration and challenge are the cornerstones of our broad curriculum for all our students.

A child has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for a special educational provision to be made for them. Where an impairment has a long term substantial effect on the child's ability to carry out day to day activities, it may be classed as a disability.

Where a child is identified as having SEND, parents will be informed and the child will be placed on the SEND register. The SEND register provides staff with details of students needs and details of strategies to support them.

Students with SEND are identified through our rigorous transition process both by meetings with the local authority if the child has an Educational Health and Care Plan (EHCP) and meetings with the child and key staff from the previous education provider. We support the young people with transition by:

- The Senior Leader for Inclusion, Learning Mentors, Social Emotional and Mental Health (SEMH) Mentors and other relevant staff.
- Arranging for students to visit the Academy prior to induction days.
- Encouraging students to visit our website to familiarise themselves with staff names and faces
- During induction days SEND students are supported by the Inclusion Team in all classes
- Inviting students to attend Summer School.

When the students join the Academy we complete a range of baseline testing that allows us to identify students who require further intervention for literacy and numeracy or those who have a learning need. Some students including those with an EHCP may also complete a range of diagnostic tests. Parents / carers will be given copies of any reports produced.

If there are still concerns about educational needs, in the first instance please raise concerns with the personal tutor. If you require any further guidance contact the Academy's Senior Leader for Inclusion or the SENDCo for a confidential appointment.

Teaching and support staff will receive appropriate professional development, both from internal and external providers, in order to meet the changing demands of the student population. In addition to this, staff will receive additional training in the delivery of specific interventions.

Sandwell Academy has a multi-faceted response to Special Education Needs and Disability; 'Academy Support' is our first wave response to student's needs. If further support is needed, a referral to the Inclusion team can be made by parents / carers, students, or Academy staff. At this point, Sandwell Academy may seek the support of outside agencies and students will progress to be categorised as 'Academy Support Extra'.

How will Sandwell Academy support my child?

For the majority of students, Quality First Teaching, which is differentiated to a high standard, will meet their needs. Differentiation is the responsibility of the classroom teacher who will request support from the Inclusion Team where appropriate. Some students may require the curriculum to be adapted in order for them to make expected progress. Not all students who receive support will be categorised as SEND.

When a collaborative decision is made to place a child on the SEND register, parents will be notified formally in writing of the student's SEND status. This will take into account student's strengths and difficulties, agreed outcomes and agreed next steps to support the student.

Placement on the SEND register is reviewed as appropriate. Students will always be actively involved in discussions regarding their progress and SEND status. Sandwell Academy will support students by utilising child friendly resources as well as involving them in decision making where appropriate.

At the 'Academy Support' level, Sandwell Academy will assign appropriate support to students; this could comprise of any of the following, or a combination thereof:

- In-class support
- Small group / one to one intervention for reading comprehension
- Small group / one to one intervention for receptive language
- Small group / one to one intervention for language acquisition
- Small group / one to one intervention for social use of language
- Small group intervention supporting social skills
- Additional literacy and numeracy groups
- Placement on a reading programme
- Learning Mentor
- Behaviour Mentor
- Informal intervention for socially vulnerable young people
- Teacher support / training to promote Quality First Teaching

Where students are in need of further intervention, Sandwell Academy is committed to securing the services of appropriate external agencies; this may include the Speech and Language team, SEMH team, Sensory Services, Occupational Therapists, Common Assessment Framework team, CAMHs or Consultant Specialist Teachers. In this instance, we will fully consult with parent / carer and the student and cascade relevant information to Sandwell Academy staff.

For some students with complex needs, a more intensive and long term solution may be needed to ensure good progress; Sandwell Academy, in conjunction with parents / carers and student, may apply for an Educational, Health and Care Plan (EHCP) in this instance.

Supporting my child's overall well-being

Sandwell Academy is committed to promoting the well-being of all students. Students may face social and emotional challenges which may impede their learning; for these more vulnerable individuals, Sandwell Academy may offer one or more of the following:

- Pyramid Club
- Breakfast Club
- Lunch Club
- Homework Club
- Mentor
- Social Skills groups
- Counsellor
- Place2Be / Place2Talk
- Lego / Play therapy
- Emotion Coaching
- Reach Psychology

To manage emotional health and well-being, there is also a nurse on site and a medical room where medication is securely stored. The nurse also ensures that Health Care Plans are monitored and adopted.

How can I be involved?

It is an expectation of Sandwell Academy that parents / carers are fully engaged with their child's learning and the Academy through the Parent Charter. Parents will also be actively involved in their child's progress through the academy's modular reporting system along with the My Child At School (MCAS) Portal.