# THE WARWICKSHIRE ACADEMY

# Special Educational Needs and Disability Information Report

# 2021-2022

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| Version: | **September 2021** |
| Ratified by the (*Board of Trustees/Local Governing Body) | |
| Signed by the (*Board of Trustees/LGB): | **Date 15.12.2021** |
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**Contents**

1.  **What kinds of Special Educational Needs might the students at The Warwickshire Academy have?**

    The Warwickshire Academy is a Year 5 to Year 14 (KS2-5) special academy. We cater for pupils with Social, Emotional and Mental Health (SEMH) challenges and additional complex behaviors. A number of our learners may also be on the autism spectrum.

1.1. Communication and interaction

    Students with speech, language and communication needs (SLCN) 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 they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

1.2. Cognition and learning

    Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

1.3. Social, emotional and mental health difficulties (SEMH)

    Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Pupils may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. Other students may have disorders such as

attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

1.4. Sensory and/or physical needs

Some students may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult a member of SLT. These are pupils who need interventions additional to or different from those provided through - Quality First Teaching and intervention groups.

## 2. Arrangements for the admission of pupils with disabilities

The Equality Act 2010 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. Steps are taken to prevent any pupils being treated less favourably than other pupils.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs.

Existing facilities provided to assist access to the school by pupils with disabilities;

- Wheelchair access at all entrances and sections of the school.

- Exterior lighting to improve evening access.

- Disabled parking located near to main reception and a disabled toilet is available at the main entrance.

- Disabled personal care room

- Lift access allowing access to all floors of the building

- Internal ramps to access all areas of the lower and upper floors of the school

- Level access to all entrances and external spaces

2.2.    Accessibility Plan

The Accessibility Plan can be found on the school website.  Hard copies are available on request.

**3.      How are children with Special Educational Needs identified and**

**assessed at The Warwickshire Academy?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN in this area of need.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At The Warwickshire Academy, we use a variety of different ways to assess whether a student has special educational needs. Some of these ways include:

- Screening tests on entry (including in-year admissions)
- School based assessments
- Liaison with primary schools and/or previous educational settings
- Progress monitoring
- Information from parents and carers
- Concerns raised by a student, parent or school staff
- Liaison with external agencies
- Formal diagnoses by a healthcare professional
- Education, Health and Care Plans (EHCP)

All subject teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from support staff or specialist staff. Students are only identified as SEN if they do not make adequate progress once they have had appropriate intervention/adjustments and good quality differentiated teaching. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

Our school regularly and carefully reviews the quality of teaching for all students including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. In order to decide whether to make special educational provision for a student, the teacher and SLT will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. Once a student is identified as having a special educational need, they are placed on the SEN register and a graduated approach to support is taken.

## 4.    Procedures – Graduated Approach

The SEN Code of Practice (2014) sets out a graduated approach response to meeting pupils' special educational needs. This involves a cycle of "Assess, Plan, Do and Review." The student'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.

When a pupil's progress is first identified as a cause for concern then it is the responsibility of the Class Teachers to adjust their teaching and consider the following:-

Quality first teaching - adapting teaching in the classroom to address needs /vary teaching styles / use of access strategies

- Involving the SLT
- Use of relevant material as signposted by SLT to keep up to date re knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties
- Involving parents/carers
- Gathering pupil views
- Liaising with colleagues

## 5.    Assessing Needs using the Graduated Response

An Individual Support Plan with individual targets for each pupil is set which will then be monitored and reviewed termly. Parents will be sent this at the end of each term and their views regarding future provision are sought through the use of person-centred approaches.

If the pupil is achieving the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. The class teacher will also provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies.

The triggers for additional intervention could be the teacher's or others concern, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities is still making little or no progress even when teaching approaches are targeted particularly to a pupil's identified area of weakness. Where progress is slow and the pupil is not responding to the provision made by the school then the school may increase the level or change the type of provision being offered.

Following discussions with the parent and pupil, outside agencies may be consulted for additional advice.

Involvement of External Support Services External support services, including those provided by Access to Education, will usually see a pupil, in school if that is appropriate and practicable, so that they can advise teachers on pupil profiles with new targets and accompanying specialist approaches.

6. **What needs does The Warwickshire Academy cater for? What provision is made for students with these needs and how does the school know the provision works?**

| Area of Need | Provision | How do we assess and review progress? |
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| **Communication and Interaction** | • Quality first teaching<br>• Differentiated tasks and homework<br>• Small group and/or one to one support where necessary<br>• Adaptations to the environment where necessary<br>• Individual targets<br>• Relevant and specific interventions<br>• Access to additional specialist support as required<br>• Use of specialist equipment where necessary | • Student progress is monitored by the school's assessment tracking system<br>• Monitoring of the impact of interventions<br>• Reviewing of individual targets<br>• Observations<br>• Feedback from students, parents and other staff<br>• Specialist assessments from external agencies |
| **Cognition and Learning** | • Quality first teaching<br>• Differentiated tasks and homework<br>• Small group and/or one to one support<br>• Individual targets<br>• Relevant and specific interventions<br>• Access to additional specialist support as required<br>• Use of specialist equipment where necessary | • Student progress is monitored by the school's assessment tracking system.<br>• Monitoring of the impact of interventions<br>• Reviewing of individual targets<br>• Observations<br>• Feedback from students, parents and other staff<br>• Specialist assessments from external agencies |
| **Social, emotional and mental health difficulties** | • Quality first teaching<br>• Differentiated tasks and homework<br>• Small group and/or one to one support<br>• Individual targets | • Student progress is monitored by the school's assessment tracking system<br>• Monitoring of the impact of interventions |

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| | • Relevant and specific interventions<br>• Access to additional specialist support as required<br>• Use of specialist equipment where necessary<br>• SEMH Tier system to signpost appropriate support<br>• School Counsellor<br>• Foundation 4 The Future | • Reviewing of individual targets<br>• Observations<br>• Feedback from students, parents and other staff<br>• Specialist assessments from external agencies<br>• Specialist work with the External providers<br>• Guidance from SLT |
| **Sensory and/or physical needs** | • Quality first teaching<br>• Adaptations to the environment where necessary | • Student progress is monitored by the school's assessment tracking system |
| Additional needs | • Relevant and specific interventions<br>• Access to additional specialist<br>• support as required<br>Use of specialist equipment where necessary<br>Adult support where appropriate<br>Support with mobility | • Student is fully included in all aspects of school life<br>• Monitoring of the impact of interventions<br>• Reviewing of individual targets<br>• Observations<br>• Feedback from students, parents and other staff<br><br>• Specialist assessments from external agencies |

7. **Students with medical needs (Statutory duty under the Children and Families Act)**

Students with significant medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with health care professionals and parents and students themselves. Staff who volunteer to administer and supervise medications, will complete formal training regularly. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the school 'Administering Medication in School' policy.

**8.** **How accessible is our school environment for students with physical difficulties?**

Our school is fully accessible for students with physical difficulties. There are ramps and a lift to access upper floors. Each "Primary Pod" has a wet room to ensure accessibility for students with disabilities and additional intimate care rooms in other areas of the school accessiblele to students and visitors. A medical room is available for students and visitors with disabilities. Our Accessibility Plan describes the actions we have taken to increase access to the environment, the curriculum and printed information.

**9.** **How are the school's resources allocated and matched to students' special educational needs?**

The school receives funding in the form of place funding and top up funding for each student. Where required additional funding is sought from the placing Local Authority to meet specific needs such as 1-1 support for students.

**10.** **Who do I contact if I have got a concern?**

If you have a concern about your child the best person to talk to, initially, is their subject teacher.

The subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting SLT know as necessary any concerns.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Referring to Pupil Profiles to inform planning and differentiation as part of high-quality teaching.

In the absence of a nominated SENCO at The Warwickshire Academy SLT are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

  Ensuring that you are:

- Involved in supporting your child's learning

- Kept informed about the support your child is getting involved in reviewing their progress

- Liaising with all the other people who may be coming into school to help support your child's learning

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.


  If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.

- He will give responsibility to SLT and subject teachers but is still responsible for ensuring

- that your child's needs are met.


We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. However, if, after speaking to the Headteacher, you are still not happy that your concerns are being managed and you would like to take the matter further please refer to guidelines in the school's complaints procedure.

11.     **If a parent of a child with Special Educational Needs has a complaint about The Warwickshire Academy, how does the governing body deal with their complaint?**

If you have a complaint about the school please contact a member of the Senior leadership Team in the first instance and we will do everything we can to respond to the complaint.  If this does not resolve the issue, the complaint should be directed to our Head teacher. Our school and governing body take complaints seriously and will act upon these on an individual basis.

12.     **What training do the staff in The Warwickshire Academy have in relation to students with Special Educational Needs?**

In our school we believe that all staff should be involved in supporting students with special educational needs and so we make sure that staff have training to help them do this.  This year, our staff have all had training for:
- Teaching and Learning
- Child Protection
- Safeguarding
- Feedback to students
- SEMH
- Attachment and Trauma Awareness
- Positive behaviour support
- Positive behaviour management

13.     **Who will oversee, plan, work with my child and how often?**

Our Senior leadership team oversee all support and progress of any child requiring additional support across the school. The subject teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made. There may be a Teaching Assistant working with your child either individually or as part of a group; if this is seen as necessary by SLT.

14. **How are parents of students with Special Educational Needs involved in the education of their child?**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We consider the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

- We will formally notify parents when it is decided that a pupil will receive SEN support.

Our school has an open-door policy to parents ensuring we are always approachable so parents feel involved in the education of their child. In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Meetings with our SLT subject teachers and support staff (both in person and using online technologies such as Teams and Zoom)

- Individual support plans (ISP's) are sent home termly to update parents on their child's progress and get parents views / comments.

- Termly target setting so parents can see what their child is working on next

- Parent Forums

- Information on the school website

- Parents' evenings

- Parent drop-ins/coffee mornings

- Signposting to parent groups

- Parents' views on SEN/Annual Review documents

- Parent questionnaires

- Termly Newsletter

Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, the form tutor, head of year, or a member of the Senior Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

15. **How are students with Special Educational Needs involved in their own education?**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We consider the parents' concerns

- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

For students with special educational needs we use a variety of strategies to support this including:

- Person Centred Reviews

- Student involvement in setting their own targets

- Student target review meetings

- Self-assessment

- Having a range of equipment available for the student to choose to use

- Ensuring the student has a designated adult to go to if they need help

- Membership of the school council

- One-page Student Profiles

- Medical alert cards and medication passes

- Visual timetables

- Prompt cards to promote independence

- Time out cards

- Student questionnaires and ongoing student voice though academic mentoring

## 16.    Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when required
Teaching assistants will support pupils in small groups when undertaking specific interventions such as Social Skills groups

We will work with appropriate external agencies to support children and will utilise these on an individual needs basis.
As a school we will also employ a range of professionals such as behaviour analysts, occupational therapists and appropriate third parties to support children in school.

## 17.    Who are the support services that can help parents with students who have Special Educational Needs?

SENDAR at Warwickshire County Council should be the first point of contact for enquiries.

## 18.    How does The Warwickshire Academy support students with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the students in our school for students with special educational needs. We recognise that students will transition to TWA both at normal Key Stage break points as well as in year admissions.

Before starting at The Warwickshire Academy, we:

- Meet with the student and their parents to talk about their needs and answer any questions about our school

- Meet with staff at the student's previous school or setting

- Provide additional transition days in addition to our year 6 Induction Day for some students, where they meet a year 7 buddy and create a transition book that has photographs of the key staff and areas around school

- Read reports from people who have worked with the student

- Provide any adults working with the student a one-page profile or student information through the Student Support Directory describing the things that help to support them in school

When preparing for adulthood and independent living, we:

- Hold a person-centred review and invite key staff from the new setting

- Talk to key staff at the new setting about things that help the young person to learn well and be happy

- Arrange extra visits to the new setting 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 setting

## 19.    How can parents find the Warwickshire Local Authority's local offer?

The Warwickshire Local Authority's Local Offer can be found at:

[Special educational needs and disabilities (SEND) – Warwickshire County Council](#)

## 20.    Compliance

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](#) and the following legislation:
[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Changes

| Description | Date | Page | Section |
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