

Wallbrook Primary Academy

SEN Information Report

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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2014) to publish a Special Educational Needs Information Report.

The purpose of which is to provide information to our current and prospective families, the Local Authority and Government agencies. The SEN Information report provides details regarding the implementation of the Shireland Collegiate Academy Trust's [SEND Policy](#).

This report will be updated at least annually and include the required information as set out in the SEND Code of Practice 0-25 Years (2015) Section 6.

Wallbrook Primary Academy Information

Wallbrook Primary Academy is currently one of 9 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

Wallbrook Primary Academy currently haven't had an Ofsted inspection since joining the Trust.

Wallbrook Primary Academy currently has 52 children on the SEN register which equates to 18.06% of the school cohort. There are a range of needs that Wallbrook Primary Academy supports which include Moderate Learning Difficulty, Autism Spectrum Disorder, Speech, Language and Communication Needs, Visual Impairments, Hearing Impairments, Physical Disability and children who are experiencing a range of Social, Emotional and Mental Health needs.

A full breakdown of Wallbrook's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

Following the use of a graduated approach, we can assess whether a pupil has special educational needs. Our school process incorporates assessing, planning, implementing and reviewing the needs of pupils alongside their progress.



Assess: Class teacher assess the children's learning daily identifying next steps in learning, a tracking program is used to identify the objectives each child can or cannot demonstrate independently.

- **Plan:** Class teachers plan lessons that are suitable for the needs of all children. When necessary, interventions are planned and carried out by suitably trained staff.

- Do: Quality first teaching is demonstrated daily to enable all children to make progress as part of the personalised curriculum.

In the event of parents, carers and or teachers having a concern in relation to the learning needs of a pupil, these can be raised with the SENCo directly and appropriate monitoring will be put in place.

In addition to class teacher monitoring and tracking, assessments will also be utilised when looking at pupil progress and attainment. On occasion external agencies and professionals may be used to help in deciding upon the best strategies and interventions to support the child.

Our school based SENCo supports and advises our staff in providing support and useful strategies to assist children in learning - on occasion this may include training which may be provided in house or via appropriate external agencies. When a referral is made to the SENCo by staff, they will be asked to share the concern and the strategies which have been used along with outcomes.

When a child is added to the SEND register, targets will be set based on the identified areas of needs this may include:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The school has a Special Educational Needs and Disability policy which sets out how the school will assess and meet the needs of pupils with SEND.

Consulting with Families and Young People

Arrangements for Assessing and Reviewing Progress

Whole School

- Class teachers will be the parent/carer's first point of contact regarding any concerns or queries that they may have. The school SENCo is also available to discuss any issues and concerns and can be contacted through phone to make an appointment.

SEN

- Class teachers review Provision Map targets at least once every half-term and will liaise with families to discuss their child's progress throughout the term.
- Parents/carers will receive a copy of their child's provision map to sign. Parents/carers are invited to attend parent evenings at least 2 times a year, this is in addition to review meetings or meetings requested by parents to discuss progress.
- If a child has an EHCP, in addition to the above statement, an annual review will be conducted by the SENCo and class teacher.
- If a child is not making expected progress, in terms of their personalised targets, their provision will be reviewed and amended accordingly.
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Action/Event	Who's involved	Frequency
Termly provision map targets	Class teachers, SENCo, Parents and children	Termly

Parents' evening	Class teachers and parents	Termly
Annual reports	Class teachers and parents	Yearly

Transition and Preparing for Adulthood

Joining Wallbrook Primary Academy

When pupils join Wallbrook Primary Academy at Nursery or Reception, home visits are conducted by their new class teacher as part of the transition process. Where a need has been identified prior to this, the SENCo may attend the home visit or current educational placement. These visits provide an opportunity to discuss any needs which the child has and gives time for staff to plan how the child's needs can be met. If the child is already on roll at an educational setting, the SENCo will liaise directly with the setting and may discuss and explore current strategies and evaluate effectiveness.

Movement Between Phases of Education

Where pupils join the school through the mid-year admission process, the headteacher will invite parents, with their child, to attend a tour and meeting of the school; dependent on the information shared on the mid-year admission form, the SENCo may be invited to attend.

Where our year 6 pupils transition to secondary school, children are encouraged to attend the school induction days and additional transition programmes are set for those children with additional needs to meet with staff and familiarize themselves with the new environment. On occasion, meetings will also be arranged for parents and carers to attend. Transition documents will be shared with the new school detailing the pupils' needs and All About Me information which includes their best learning strategies.

Wallbrook ensures smooth transition between key stages and this is communicated with parents.

Dudley Local Authority also provides a programme to support the process of transition for all pupils.

Preparing for Adulthood Agenda

For pupils with professionally agreed outcomes that support life skills, health, community inclusion or independence we use the Preparing for Adulthood indicators to ensure age or cognitive ability appropriate provision.

Teaching Children with Special Educational Needs

Our Curriculum

Wallbrook Primary Academy has high expectations and aspirations of all pupils. We ensure that our pupils can access our curriculum to have the best possible experiences throughout their learning journey - we are committed to providing an inclusive education. We work to

ensure that all learning experiences are flexible enough to meet the needs of our school community.

We prioritise quality first teaching ensuring that learning is made accessible to meet all the diverse needs of our pupils. Whilst following the national curriculum, we recognize that some of our pupils who have additional learning needs may require adjustments, modifications and personalisation to further support their learning. This may include targeted provisions, small group sessions, interventions and or other methods suitable to the individual needs of each child.

Our commitment to ensuring access to a fully balanced curriculum is characterised by making any required and reasonable adjustments to enable access to our curriculum - regardless of any special educational need or disability.

Adaptations to our curriculum

Where pupils are identified as having a special educational need, they will be added to the SEN register. Individual Education Plans which include targets and objectives will be written by their class teacher and reviewed each half term. Parents/carers are invited and encouraged to play an active role at all stages of the SEND process and are invited to attend meetings to review progress in addition to parent evenings and school reports.

All children access a broad and balanced curriculum, including the SATs and Phonics Screening Checks alongside their peers. For a very small number of children, the curriculum and assessments may be amended to meet their very specific needs – where this is the case, parents are kept informed. On some occasions a child may be disapplied from the National tests, if they are working too far below the expected standards and it is decided, in consultation with parents that it is not in their best interests to do so.

Adaptations to the learning environment

All members of staff liaise effectively with the SENCo and work closely with families and external agencies/professionals to provide the best possible support for pupils with special educational needs.

We are in regular contact with parents to discuss their child's needs, how to support their child and the provision that we are offering in school.

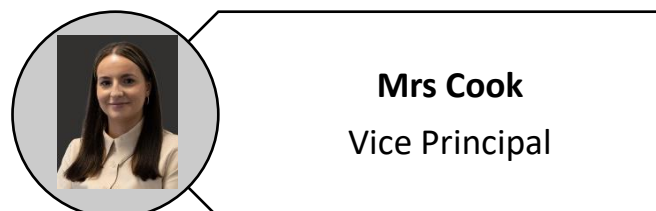
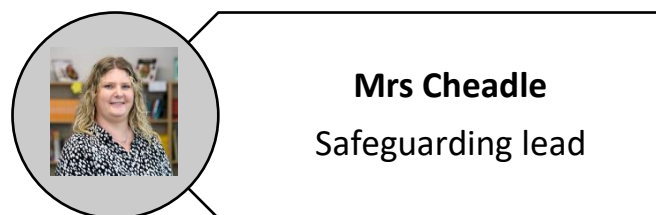
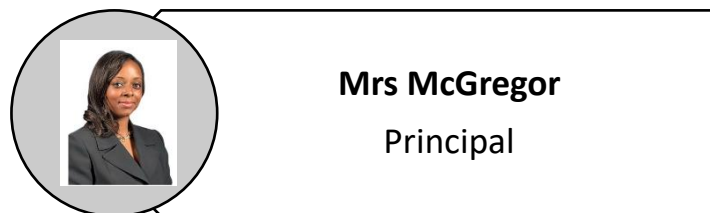
Requests are made to the local authority for children whose needs are more complex, and the special educational needs of the child cannot reasonably be provided within the school's own resources. An assessment of education, health and care needs will then be conducted; this may result in an Educational, Health and Care Plan (EHCP) being provided for the child.

We provide quality first teaching with personalised provision for children's specific needs, Additional intervention may run alongside this but not independently. We differentiate in planning offering different levels of support which may include varying the task set, use of equipment or planning for different learning styles. Our inclusive practice extends to after school provision where children with special educational needs are encouraged to take part in after-school clubs and activities. This promotes an active and healthy lifestyle and supports children's mental health.

A list of provisions for Wallbrook Primary Academy can be found in Appendix 2.

Staffing

Department structure



Training

Our staff have a continuous programme of professional development/training programme, which is delivered in house by SLT members, Academy Trust specialists and professional outside agencies as and when required. All staff receive regular and relevant training sessions to support pupils with Education Health Care Plans this incorporates pupils with specific learning needs such as Autism, ADHD SEMH, Behaviour, speech and language, dyslexia and any other identified need. Where a referral to an outside agency is required,

this will be led by the SENCo or a member of the leadership team. In addition, useful strategies and support techniques are uploaded onto the staff portal as a depository of readily available tools to enhance teaching and learning. Support is also available via senior leaders for planning.

Wallbrook Primary Academy provide support via their Inclusion team which consists of the Principal, Vice Principal Safeguarding and Attendance Officer, SENCo, Trust SEN Director and Trust Children Services Manager. Outside agencies provide support to pupils in school where required, it may also include providing tips and strategies to ensure staff meet their needs.

Please see Appendix 3 for the SEND training record for the 2022-2023 Academic year.

Engagement in Activities

All pupils can participate fully in all activities arranged, on occasion this may include additional adults or appropriate reasonable adjustments.

We have a comprehensive offer of after school club activities which operate Monday to Thursday each week. Pupils can choose the clubs they access, which operate on a carousel basis allowing all pupils to have the chance to experience all or as many opportunities offered.

Our after-school clubs are fully inclusive and all children are offered the opportunity to take part. In the event that a child has a special educational need or disability, which would require different staffing ratio, adequate arrangements are made to ensure that they are not placed at a disadvantage.

Current clubs include:

- ❖ Drama
- ❖ Dance
- ❖ Mindfulness
- ❖ Art
- ❖ Karate
- ❖ Football
- ❖ Film Club
- ❖ Book Club
- ❖ Reading for pleasure
- ❖ Keep moving
- ❖ Netball

School boosters and interventions sessions are also offered based on pupil attainment where it is deemed that a child would benefit from these sessions. Mentoring sessions to support children on a 1:1 basis.

Emotional and Social Development

All staff at Wallbrook work with parents, pupils and professionals to address any barriers which may serve to disadvantage the learning experience of a child. We identify that all pupils need to be emotionally ready to engage in learning, this means positive mental health and wellbeing.

We provide wellbeing support for our pupils through counselling and SEMH mentoring programmes. Support is also provided and available through our passport to success programme which is led by staff within our Multi Academy Trust.

Staff within our academy have received Mental Health Training and there is a Senior Mental Health Lead who has undertaken DfE approved training programme.

Pupils are made aware of the importance to share things which may worry or concern them to Trusted Adults. Mental Health and wellbeing are addressed within the curriculum through Personal Development, where pupils are provided with strategies to deploy as and where required. Pupils are encouraged to do daily wellbeing checks where they can share how they are feeling, and appropriate actions can be taken.

Staff have engaged in and demonstrate a working knowledge of mental health and safeguarding following an appropriate training programme. We are also able to refer children to Reflexions which is part of the CAMHS early intervention pathways programme available both in and outside of school and delivered by the NHS.

Staff have received Mental Health training and are scheduled to engage in additional sessions to be delivered by Dudley Educational Psychology services later this year.

Engaging with External Agencies

To secure further specialist expertise, Wallbrook Primary Academy will often consult and liaise with the following external agencies:

Dudley Local Authority – Education Outcomes

- Educational Psychology Services (EPS)
- Learning Support Service (LSS)
Physical Impairment/Medical Inclusion Service (PIMIS)
- Visual impairment
- Inclusive Pathways
- Virtual School workers
- Autism Outreach
- Early Years Advisory Service

NHS Services

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Hospital Consultants/Paediatricians/
- Child and Adolescent Mental Health Service (CAMHS)
- School Health Nurses
- Reflexions

Social Care

- Social Workers
- Early Help
- MST

A minority of Wallbrook Primary Academy students with special educational needs live within neighbouring boroughs. If they require additional assessment or support, this is coordinated with the relevant Local Authority services.

Where a child or young person is looked after by the local authority and have a Special Educational Need, the SENCo will provide a high level of input into Personal Education Plan

(PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children with regards to special educational provision.

Evaluating the Effectiveness of Provision

Governance

The Standards and Performance Committee, through the SEND link governor, will monitor and evaluate the Academy's provision for SEND students. This will include pupil outcomes although may not solely focus on academic attainment.

The Role of the Trust

The Shireland Collegiate Academy Director of SEND monitors the effectiveness of SEND provision through regular visits and scrutiny of each Academy's SEND Raising Attainment Plan.

The Director of SEND provides regular SENCo network meetings to enable sharing of good practice, development of provision and further training opportunities.

The Role of the Principal

- ensuring they designate a qualified teacher to be responsible for coordinating SEND provision
- ensure the SENCo has, or is working towards achieving the National Award in Special Educational Needs Coordinator
- ensure all teacher understand that they are teachers of children with SEND, ensuring that all staff maintain operational responsibility in their lessons for SEND provision through high quality adaptive teaching with appropriate differentiation and personalisation
- ensure that their Academy will use their best endeavours to meet the needs of young people with SEND, making reasonable adjustments where possible.

The Role of the SENCo

The role of the SENCo at Wallbrook

- The SENCo is responsible for monitoring and evaluating the progress of students identified as SEND.
- The SENCo, in collaboration with the Principal and the SPC, plays a key role in implementing the Special Educational Needs and Disability Policy and ensuring the provision raises the achievement of students with SEND.
- The SENCo takes day-to-day responsibility for the operation of the SEND Policy and coordination of the provision made for students with SEND, working closely with students, families, staff, external agencies including the LA's support and educational psychology services, health services, social care and independent/voluntary bodies.
- The SENCo will maintain accurate and up-to-date SEND records including an

accurate SEND register.

- The SENCo will plan how to develop SEND provision through a development plan that is set annually and reviewed internally termly.
- The SENCo provides advice, guidance, and training to colleagues in order to support high quality teaching for students with SEND, advising on the graduated approach.
- The SENCo will provide advice, guidance and training to non-teaching colleagues (e.g. Teaching Assistants; SEND Support Staff; Mentors; Pastoral and Safeguarding Teams) plus any other staff working specifically within Inclusion to effectively support students with SEND.
- The SENCo is responsible for providing appropriate SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.

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- The SENCo is responsible for reporting at least annually about the Academy's implementation of the Special Educational Needs and Disability Policy and which is made accessible on the Academy's website.

Local Offer Contribution

Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Dudley	www.dudley.gov.uk/resident/localoffer
Sandwell	www.sandwell.gov.uk/SEND
Walsall	https://go.walsall.gov.uk/children-and-young-people/send-local-offer
Birmingham	www.localofferbirmingham.co.uk
Wolverhampton	http://win.wolverhampton.gov.uk

Complaints

The Shireland Collegiate Academy Trust Complaints Policy is published on each Academy website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the Academy SENCo
- Discuss the concern with the Academy Principal

- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5.

Appendix 1 – SEN Data for 2022-2023

Please see a full breakdown of Wallbrook’s SEN register based on students’ primary need.

Student Data for the Primary Area of Need (as identified on the SIMS and the SEND Register)

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical			SEMH
	MLD	SpLD	ASD	SLCN	VI	HI	PD	
Nursery	3	0	0	1	0	0	0	0
Reception	0	0	1	5	0	0	0	2
Year 1	0	0	0	4	0	0	0	1
Year 2	1	0	0	5	0	0	2	2
Year 3	3	0	0	3	0	0	0	1
Year 4	3	0	0	2	0	1	0	2
Year 5	4	0	2	0	0	0	0	1
Year 6	2	0	0	0	0	0	0	1
Total by Need	16	0	3	20	0	1	2	10

	C&L	C&I	S&P	SEMH
Total students in the 4 broad areas of need	16	23	3	10
Percentage of SEND Register per broad area of need	30.77%	44.23%	5.77%	19.23%

Total SEND	Percentage of Year Group	NOR
4	16.00%	25
8	22.22%	36
5	17.24%	29
10	25.64%	39
7	20.00%	35
8	19.51%	41
7	15.91%	44
3	7.69%	39

Whole School SEND	52	18.06%	288
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EYFS SEND	12	19.67%	61
KS1 SEND	15	22.06%	68
KS2 SEND	25	15.72%	159

Appendix 2 – Interventions 2022-2023

The following interventions were available at the Academy during 2022-2023

Wave 1	Wave 2	Wave 3
<p style="text-align: center;">Universal Provision</p> <ul style="list-style-type: none"> • Differentiated Curriculum • Daily modelling of guided reading and writing. • Differentiated phonics groups • Visual prompts • Visual Timetables • Illustrated Dictionaries • Use of Writing Frames • Practical resources • Differentiated homework • Weekly spellings and homework. • TA support • Regular reading • Online support - My Maths/Spelling Shed Lexia • Times Tables Rockstars • Wellcomm • Learning Surgery • Practical resources 	<p style="text-align: center;">Short Term Provision</p> <ul style="list-style-type: none"> • Phonic intervention • Small group work • Now and next boards • Nurture groups • SALT Service Targets • 1:1 mentoring • Wellcomm intervention • Precision Teaching • SALT Service Targets 	<p style="text-align: center;">Long Term Provision</p> <ul style="list-style-type: none"> • Individualised timetable/curriculum • Behaviour Plans

Appendix 3 – SEND Training Record 2022-2023

Role of Person(s) Completing Training	Training Provider	Detail
All teaching staff	Autism awareness	
Mental health first aid- SENCo	Mental Health England	
EHCP writing SENCo	University of Worcester	
Colourful semantics SENCo	-	