

# GRACE ACADEMY DARLASTON

## SEND Policy and Information Report (local offer) 2020-2022

The SENCO responsible for managing SEND/Inclusion in Grace Academy Darlaston is:

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### **Supported by:**

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**“Our vision is to develop well-educated, considerate and caring citizens with a strong SENDse of values who will succeed in, and contribute to modern society.”**

Grace Academy is a fully inclusive mainstream Academy. We support pupils with a wide range of SEND needs. These include ASD, Dyslexia, Dyscalculia, Speech and Language as well as Sensory and physical disabilities. In our practice we strive to ensure that all pupils make the best possible progress in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). Our aim is to support pupils to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in our mainstream setting wherever possible – ensuring that interventions and support are devised with the support of key professionals and the pupil and family together with the Academy as underpins the principles of the SEND Code of Practice (2014)

This report gives information regarding the ways in which we ensure we support all pupils with Special Educational Needs and Disabilities (SEND), in order to allow students to realise their full potential. Provision and interventions that are set will be monitored and reviewed, and will change over time as the needs of the pupil changes as they move through their educational career at Grace Academy Darlaston.

On our website there is a link to the Walsall Local Authority Local Offer for SEND, and there are copies of relevant policies, which can be read in conjunction with this document.



## Process of the Information Report

This Information Report has been created by Miss S Chance (SENCO) in liaison with the Assistant SENCO, SEND Governor, ALT, teaching staff, support staff and parents of pupils with SEND. In light of the SEND Code of Practice 2014 and its underlying principles of achieving positive outcomes for all students with special educational needs, it takes account of the importance of the involvement of all stakeholders. In particular it has a clear regard for the child/young person and their parents in:

- having due regard to their views and aspirations of the child/young person;
- facilitating their participation in all decision making processes and;
- Supporting them in the development of the child/young person towards achieving their goals and planned outcomes and preparing them for life beyond school.

## Aims

The aim of this Information Report and associated provision is to engage all learners (in particular those with SEND) with a clear focus on positive outcomes achieved through a culture of high aspiration and achievement. Our ultimate goal is to develop independent learners who are well prepared for moving forward in life with all of the skills required for achieving success in adult life.

## Objectives

To achieve our aims we will;

1. Identify and provide for students who have special educational/ additional needs.
2. Work within the guidance and statutory requirements as set out in the SEND Code of Practice (2014)
3. Operate on a 'whole pupil, whole school' approach to the management and provision of support for special educational/additional needs.
4. Provide a SENCO who will work with the SEND/Inclusion policy.
5. Provide support and advice for all staff working with students with special educational/additional needs.

## Identification of need

The SEND Code of Practice (2014) identifies 4 broad categories of special educational need that are:

1. Speech, language and communication.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and physical.

It should be noted that children do not fit neatly into any one category and our role as an academy is to identify each individual's needs following assessment processes that includes;

- teacher assessments;
- whole group/year assessments;
- individual diagnostic assessments and;
- Scrutiny of information provided by parents, schools and other professionals.

Outcomes from the assessment process will inform future planning around meeting individual need where special educational need(s) and/or any other needs have been identified.

There may be some instances where a special educational need has not been identified but whereby other barriers to learning are evident that may have impact upon progress and attainment. In such circumstances academy processes and procedures will provide support.

For example where;

- a disability does not constitute a special educational need but requires 'reasonable adjustments' to be put in place as required by Disability Equality legislation;
- poor attendance and punctuality are evident;
- there are concerns with health and welfare;
- a student has English as an additional language (EAL)
- a student is in receipt of pupil premium

- a student is a looked after child
- a child/young person is the son/daughter of a Serviceman/woman

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS ACADEMY:**

Miss S Chance (SENCO)	<i>They are responsible for:</i>
Ms L Walker (deputy SENCO)	Overseeing the support for children with special educational needs (SEND) and developing the Academy’s SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs within the Academy.
Ms T Lunn (Assistant SENCO)	<p>Ensuring that you are:</p> <ul style="list-style-type: none"> <li>- involved in supporting your child’s learning</li> <li>- kept informed about the support your child is getting</li> <li>- involved in reviewing how they are doing</li> <li>- a part of planning ahead for them.</li> </ul> <p>Liaising with all the other people who may be coming into the academy to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychologist, Occupational Therapy, Hearing and Vision Impaired Support, CAMHS and other Advisory Teachers.</p> <p>The SENCo is in charge of updating the Academy’s SEND list (a system for ensuring all the SEND needs of pupils in this Academy are known) and making sure that there are records of your child’s progress and needs.</p> <p>The SENCo and Key Stage Staff provide support for teachers and support staff in the academy so they can help your child (and other pupils with SEND in the Academy) achieve the best possible progress, through CPD and advice for all types of SEND need.</p> <p><i>They are responsible for:</i></p> <ul style="list-style-type: none"> <li>• Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.</li> <li>• Giving feedback to teachers about students' responses to tasks and strategies and use this information to support the development of provision for individual students.</li> <li>• Carrying out their duties as directed by the SENCo that includes; the role of Key Worker for named students; provision of in class support, 1:1 and small group teaching, and the development of resources.</li> </ul>

**Key Stage Teams:***They are responsible for:***Key Stage 3:**

Mrs H Cole

**Key Stage 4:**

Mr H Holland

**Key Stage 5:**

Mrs J Wheelr

**Behaviour Manager:**

Mrs J Cox

**Academy support staff**

- Monitoring the behaviour and attendance of the Key Stage and facilitating appropriate interventions to secure improvement when necessary.
- Monitoring the welfare of pupils in the Key Stage. Liaising with the Safeguarding and Attendance Teams (Mr P Miles / Mrs L East / Mrs J Turner / Ms R Walmsley) and external support agencies when appropriate in order to secure the wellbeing of all pupils.
- Delivering assemblies in line with the Academy Ethos Curriculum.
- Being a visible presence at the start of the day, break, lunch and the end of the academy day.
- Providing a main point of contact for pupils and parents in the Key Stage.

**Heads of Year (from September 2019)**

Year 7 Mrs Bocking

Year 8 Mr Mullen-Jones

Year 9 Miss Pates

Year 10 Mrs Swann

Year 11 Ms Richardson

P16: Mrs Wheeler (Mrs York)



<p><b>Heads of Department</b></p> <p><b>English:</b> <b>Mrs J Barratt</b></p> <p><b>Maths:</b> <b>Ms N Robinson</b></p>	<p><i>They are responsible for:</i></p> <p>Checking on the progress of your child in the Academy with the SENCo in their subject area and identifying, planning and delivering any additional help your child may need (this could include targeted work, homework and additional support)</p> <p>Feeding back to the SENCo with any issues arising from strategies required to support your child.</p> <p>Ensuring that all staff working with your child in the academy are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of support staff to complete specially planned work, and the production of specialist resources.</p> <p>Ensuring that the Academy's SEND policy is followed in their department, and that all pupils, regardless of SEND, receive Quality First Teaching.</p>
<p><b>Tutors/Subject Teachers</b></p>	<p><i>They are responsible for:</i></p> <p>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need.</p> <p>Ensuring that the Academy's SEND Policy is adhered to in their classroom and for all the pupils they teach with any SEND.</p> <p>Form tutors are responsible for monitoring the attendance, behavior and wellbeing of their tutees and for providing a daily point of contact. They have a duty of care to report any concerns to the appropriate colleague and to liaise with parents and carers regularly and when appropriate.</p>
<p><b>Principal:</b> <b>Mr Carl Salt</b></p> <p><b>Associate Principal:</b> <b>Julie Anstey</b></p>	<p><i>He is responsible for:</i></p> <p>The day to day management of all aspects of the Academy, this includes support for children with SEND.</p> <p>He will give responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.</p> <p>He ensures that the Governing Body is kept up to date with any issues in the Academy relating to SEND.</p>

**SEND Governor:**

*She is responsible for:*

Mrs Sarah Barford

Developing and maintaining an awareness of special needs provision in the Academy on behalf of the governing body.

## WHY AND HOW MIGHT MY CHILD BE GRANTED ADDITIONAL SUPPORT IN THE ACADEMY?

Children in the academy will get support that is specific to their individual needs. This may be all provided by the class teacher, or may involve:

- Other staff in the academy such as Learning Mentors, Teaching Assistants, the Family Liaison Officer, Careers Support, the PAIS Team or the School Health Nurse.
- Staff who will visit the academy from the Local Authority central services such as the Educational Psychologist; Speech and Language Therapy; Hearing Impaired; Vision Impaired and the Dyslexia Advisory Teacher.
- Staff who visit from outside agencies such as CAMHS; Occupational Therapy and Speech and Language.

<p><b>Wave 1 Support (School support)</b></p> <p><i>Pupil placed on the list (School Support)</i></p> <p><i>OR indicated as 'Additional Needs' on the Go 4 Schools system.</i></p>	<p><b>Teachers</b> are responsible for meeting the needs of all students in their classroom. The Academy promotes high quality teaching that is managed by the classroom teacher and includes <u>clear differentiation</u> for individual students who require such support with their learning.</p>	<p>Wave 1 provision will be facilitated through the use of a range of techniques, resources and strategies to achieve successful outcomes that can be clearly evidenced through student progress mapping.</p> <p>Where a student does not make adequate progress, following an <b>'assess, plan, do, review'</b> cycle that includes the involvement of class teachers, student, parents and SENCo, the student will be moved to the Wave 2 level of intervention.</p> <p>Before moving to Wave 2 parents will be contacted by the SEND team to discuss their child's progress and the processes of assessment to be undertaken with a view to establish whether there is any identified special educational need(s). The outcomes of the assessment will be either:</p> <ul style="list-style-type: none"> <li>i) the student remains at Wave 1 with further advice/support to staff to improve classroom provision or;</li> <li>ii) the student moves on to Wave 2 level.</li> </ul> <p><i>It should be noted that a student will be only moved to Wave 2 where there is clear evidence to the SENCo/Inclusion manager through the referral system/process that Quality First Teaching and differentiation <b>is in place.</b></i></p>
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<p><b>Wave 2 Support (SEN Support)</b></p> <p><i>Pupil placed on the SEND List at School Support Stage.</i></p>	<p>This includes Wave 1 provision with further adjustments of learning objectives, teaching styles, strategies and resources and /or the nature of support.</p> <p>In addition to this, time limited intervention programmes are designed to get the student(s) back on track in areas of need.</p> <p>These interventions will include more structured programmes to support the development of skills/learning and/or in class support.</p> <p>All programmes will be measured against pre-agreed criteria/outcomes set within specific time-scales for evaluation purposes in line with the ‘<b>assess, plan, do, review</b>’ cycle.</p>	<p>At Wave 2 level, in agreement with the parent the student will be placed on the School Support list and allocated a named Keyworker whose responsibility it will be to map the student’s progress and to provide bespoke support to the student. At this stage the SENCo will arrange a meeting with parents to introduce the Keyworker, and to discuss the Wave 2 level provision. The Keyworker will keep in regular contact with the parents updating them on their child’s progress.</p> <p>Where a student who has been through intervention programmes at Wave 2 under the <b>assess, plan, do, review cycle</b> that has included the involvement of class teachers, SENCO, student and parents the following decision will be made at the end of each intervention:</p> <ol style="list-style-type: none"> <li>1. The student has made significant progress and is back on track at nationally expected levels and requires no further additional intervention up and above Wave 1 The Keyworker will provide continued support for a period of no more than one term where the student continues at expected levels and at that stage the student’s name will be removed from the SEND list following consultation with parents, or:</li> <li>2. The student shows some progress but still requires ongoing intervention at Wave 2 or;</li> <li>3. The student continues to make inadequate progress and is to be moved to the Wave 3 level of intervention and remains on the SEND list.</li> </ol>
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<p><b>Wave 3 Support (SEN Support / EHCP / Statement)</b></p> <p><i>Pupil is placed at the SEN Support Stage.</i></p> <p><i>Later at this stage, an application for an EHCP may be considered.</i></p>	<p>Following the evaluation at Wave 2, more in-depth assessment will be undertaken that may involve outside agency specialists.</p> <p>Provision at Wave 3 will entail further adjustment of learning objectives, teaching styles, strategies and resources and /or the nature of support. In addition, the Keyworker and the SENCo will develop a personalised programme for the student designed to provide more intensive support. This will form the 'plan and do' part of the intervention process.</p>	<p>The student will remain on the SEND list with a named Keyworker in place to facilitate individual student and family support.</p> <p>Wave 3 intervention is to facilitate greater access to Waves 1 and 2. Where a student who has been through intervention programmes at Wave 2 under the <b>assess, plan, do, review</b> cycle that has included the involvement of the Keyworker, class teachers, SENCo, student and parents the following decision will be made at the end of each intervention:</p> <ol style="list-style-type: none"> <li>1. Where the student makes significant progress at Wave 3, they will be moved to the Wave 2 intervention level where they will continue to be monitored and supported at that level through the set processes, or;</li> <li>2. Wave 3 level of intervention is maintained where it is deemed through the <b>assess, plan, do, review</b> cycle that this level of support/intervention is required with continued monitoring and support or;</li> <li>3. Whilst remaining at Wave 3 intervention level a request is be made for a statutory assessment of need to the Local Authority. The outcomes of the assessment may result in:             <ol style="list-style-type: none"> <li>i) the authority's decision not to provide an <b>Education Health Care Plan</b> and the student remains at Wave 3 Level of intervention or;</li> <li>ii) the student has an <b>Education Health Care Plan</b> written and in addition to the Wave 3 provision, additional directed support is put in place in line with the advice written in the plan. At this stage the student will continue to be monitored and supported at Wave 3 Level and in addition have a statutory annual review.</li> </ol> </li> </ol>
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**WHAT FORM DOES SEND ADDITIONAL SUPPORT TAKE AT GRACE ACADEMY DARLASTON? (Please read our Local Offer booklet for a summary)**

<p>Small group interventions. (Waves 1, 2 and 3) (School Support, SEN Support, EHCP)</p>	<p>Grace Academy Darlaston offer a range of small group learning opportunities to support the quality teaching in classrooms:</p> <ol style="list-style-type: none"> <li>1. Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. He/ She will plan group sessions for your child with targets to help your child to make more progress.</li> <li>2. A Teaching Assistant or outside professional may also run small subject specific group sessions, or 1-1 sessions, acting upon the Teachers’ feedback.</li> <li>3. A bespoke SEND Homework club runs every night until 4.00pm and 3.30pm on Fridays</li> <li>4. After school enrichment sessions</li> <li>5. Staff are equipped with a bespoke ‘Crib Sheet’ informing them of how they should, and could meet the pupils’ needs in the classroom.</li> <li>6. Every classroom is equipped with a learning box containing resources to support pupils at all waves of SEND support.</li> </ol>
<p>External or additional support. (Wave 2) (SEN Support, EHCP)</p>	<p>You may be asked to give your permission for the Academy to refer your child to a specialist professional for example a Speech and Language Therapist or Educational Psychologist. This will help the Academy and yourself understand your child’s particular needs and to be able to support them more effectively in the Academy.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> <li>- Making changes to the way your child is supported in class, for example some individual support or changing some aspects of teaching to support them better.</li> <li>- Support to set bespoke targets for your child, which are informed by their specific expertise.</li> <li>- A group run by Academy staff under the guidance of an external professional.</li> </ul>

	<p>Pupils with additional physical or medical needs may also access support from agencies such as Occupational Health; Physiotherapist Team; Health Services; Hearing Impaired or Vision Impaired.</p> <p>Under all interventions you will be informed of progress and will be invited to attend review meetings to check progress periodically.</p> <p>Pupils with complex medical needs are supported by a bespoke Individual Healthcare Plan.</p> <p>All pupils at Wave 2 are supported by an <b>Individual Support Plan</b> which is shared with Teaching staff in order to inform their teaching practice and to support the delivery of Quality First Teaching.</p>
<p>Specified Individual support for students requiring an EHCP.</p> <p>This means your child will have been identified by the SENCO and external professionals as needing a particularly high level of individual or small group teaching, or a bespoke timetable that includes additional support.</p>	<p>The Academy (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. You will be asked to meet the SENCO to complete a request for an Educational Health Care Needs Assessment under the Children's and Families Act 2014.</p> <p>After the Academy have submitted the request to the Local Authority, they will decide whether they think your child's needs (as described in the paperwork provided), appear complex enough for statutory assessment.</p> <p>If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.</p> <p>After the reports have been submitted, the Local Authority will decide whether your child needs more support than the Academy currently offers in order to make good progress. If this is the case they will write an Educational Health Care Plan.</p> <p>If they do not think your child requires an Education Health Care Plan, they will ask the Academy to continue with SEN Support (wave 3) and will monitor this through a Provision Plan.</p> <p>The Educational Health Care Plan will outline the support your child will receive from the LA, how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child, and is reviewed annually.</p>

Year 7 and Year 8 pupils at all stages of support may access an extra or adapted curriculum. This is a bespoke group designed to accelerate literacy progress and develop skills which will benefit the whole curriculum. The group is identified using KS2 data and a range of diagnostic tests in school.

The group accesses a bespoke timetable including:

- PIXL Code Literacy and Phonics programme.
- Nesy literacy programme.
- Small group social and memory skills intervention.
- Core Skills Maths
- Additional Reading sessions.

The group is no larger than 15, which is split down further for small group sessions which are run by specialist members of the SEND team.

Exam Dispensation

Grace Academy Darlaston adheres to the JCQ Access Arrangements guidance.

A range of bespoke access arrangements / adjustments are available for pupils with SEND and these are negotiated between the pupil, parent and SEND Team.

These include:

- Extra time
- Use of a reader or scribe
- Use of electronic devices: laptops or reading pens
- Rest breaks
- Quiet space
- Use of specialist equipment
- Modified papers

Access arrangements may be subject to testing of levels of competence by an outside agency, usually the Education Psychologist.



<p>How can I let the academy know I am concerned about my child's progress?</p>	<p>If you have concerns about your child's progress in a specific subject you should speak to your child's tutor or the Head of Department.</p> <p>If you are concerned about progress in a number of subjects you should contact the Key Stage Team.</p> <p>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 SENCo.</p> <p>If you are still not happy then you should contact the Principals (Carl Salt / Julie Anstey)</p> <p>If you are still not happy you can speak to the Academy SEND Governor (Sarah Barford)</p>
<p>How will the Academy let me know if they have any concerns about my child's progress?</p>	<p>At Grace Academy, there is a website based system used called Go 4 Schools that allows staff and parents to track progress. Data is gathered at 6 points throughout the year and scrutinized closely.</p> <p>The SEND and Key Stage Teams meet regularly to discuss attendance, progress and interventions concerning pupils on the SEND list.</p> <p>If your child is then identified as at risk of not making progress, the academy may set up a meeting to discuss this with you in more detail and to negotiate whether your child would be well supported by wave 1 or wave 2 provision.</p>

<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The academy budget includes money for supporting children with SEND.</p> <p>The Principals decide on the budget for Special Educational Needs in consultation with the Academy Governors, on the basis of needs in the Academy.</p> <p>The Principals and the SENCo discuss all the information they have about SEND in the Academy, including</p> <ul style="list-style-type: none"><li>- the children getting extra support already</li><li>- the children needing extra support</li><li>- the children who have been identified as not making as much progress as would be expected, and decide what resources/training and support is needed.</li><li>- All resources/training and support are reviewed regularly and changes made as needed.</li></ul>
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**HOW DO WE ENSURE THAT WE ARE WORKING COLLOBRATIVELY TO SUPPORT THE LEARNING OF YOUR CHILD WITH SEND?**

<p>How does the Academy adapt the learning environment for students with SEND?</p>	<p>The academy has lift access to all floors for disabled users and those with SEND or medical needs that require lift pass access. This is the same for access to toilets around the academy. Students may have a Personal Evacuation Plan in case of fire with trained staff supporting them at the point of evacuation.</p> <p>We have two main support areas in the Academy for SEND pupils – the XLR8 Room and the ASPIRE room. Each of these areas run both break and lunchtime support as well as a breakfast club before the beginning of the school day.</p> <p>There is a specialist homework club that runs every day after school, as well as the Learn Centre being open every day to support students with ICT access for homework completion.</p> <p>If specialist equipment is needed to support your child this is secured in consultation with specialist services. The academy will work with these services to ensure the correct equipment is secured to support your child’s needs. The Local Authority provides specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist.</p>
<p>How does the Academy enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND?</p>	<p>All students are included in all activities and visits and there is always a planning and risk assessment meeting prior to trips and other events between the organiser and the SENCo to ensure that students with SEND are supported to fully engage in these activities.</p> <p>Individual Healthcare Plans are consulted in order to ensure the safety and wellbeing of pupils attending trips and visits.</p>

<p>What support is available for improving the emotional, mental and social development of students with SEND?</p>	<p>For students with specific social, mental or emotional health difficulties we work with the Educational Psychology Service and CAMHs to set clear action plans for support.</p> <p>The academy has a clear anti-bullying policy that is followed by all staff.</p> <p>The PAIS Team run breaktime, lunchtime, before and after school activities open to all pupils.</p> <p>The XLR8 rooms also offer breaktime, lunchtime, before and after school activities open to all SEND pupils.</p> <p>The HLTA's run social skills small group work.</p>
<p>Who are the other people providing services to children with a SEND in this Academy?</p>	<p>Teachers and HLTA's</p> <p>Educational Psychology input to provide a higher level of service to the academy</p> <p>Key Stage Team Support Workers</p> <p>Speech and Language Therapy (provided by Health but paid for by the Local Authority)</p> <p>Occupational Therapy</p> <p>Family Support Worker (Mrs J Clarke)</p> <p>Bespoke Careers Advice</p>

How are the teachers in Academy supported to work with children with an SEND and what training do they have?

The SENCo's job is to support the teachers in planning for children with SEND. She will produce Provision Maps based on the needs of students and reports from external professionals. She will monitor the progress of all students with SEND in line with the 6 data collection points throughout the year, and oversee the programme of interventions and monitor their effectiveness.

The academy has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole academy training on SEND issues of the students within the Academy.

The SEND Team runs a cycle of lesson observations to monitor the effectiveness of the teaching of SEND. The SENCo operates as a Coach to Teachers who need additional support and the SEND Team operate an open door policy to staff who would like to seek further support.

The SEND Team provide written advice in the form of need-specific 'crib sheets' and also in the form of bespoke Individual Support Plans for each pupil on the SEND list.

Individual teachers and support staff attend training courses run internally by the SENCo and her team as well as outside agencies that are relevant to the needs of specific children in their class. The school has a development plan that includes identified training needs for all staff to improve the teaching and learning of students including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism and dyslexia.

The SEND Team undertake regular training in order to ensure their own expertise is up to date and effective: the skills base of the Teaching Assistant team is sympathetic to the needs of pupils in the Academy, with specialists in Dyslexia, Autism, ADHD and Visual Impairment. The team also has comprehensive Speech and Language and social skills training.

If you would like to hear about current or past training undertaken by school staff, please speak to the SENCO.

<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<p>Teachers plan lessons according to the specific needs of all groups of children in their class and have Individual Support Plans for each child detailing strategies that should be used to support planning, and thus will ensure that any identified needs your child have are met. Teaching Assistants may support with your child's learning in the classroom.</p> <p>Specific resources and strategies will be used to support your child individually and in groups, depending on individual need detailed in the Individual Support Plan.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</p>
<p>How will we measure the progress of your child in Academy?</p>	<p>Your child's progress is continually monitored by his/her teachers, tutors, the SENCo and Key Stage Team.</p> <p>His/her progress is reviewed continuously and information uploaded to the Go 4 Schools system with a National Curriculum level or GCSE/BTEC grade being given in each subject.</p> <p>At the end of Key Stage 3 the Academy is required to report English, Maths and Science National Curriculum levels for your child. This is something the Government requires all academies to do and the results are published nationally.</p> <p>Children at School Support are supported by a 'Crib Sheet', and pupils at SEN support carry an Individual Support Plan which are reviewed every Parents' Evening and updated throughout the year as necessary.</p> <p>Pupils at wave 2 and 3 have an '<b>assess, plan, do, review</b>' map which charts their personal intervention.</p> <p>The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Parents can bring family members or friends to review meetings or contact Parent Partnership for advice and support (<a href="http://www.walsallparentpartnership.org.uk">www.walsallparentpartnership.org.uk</a>)</p>

<p>What support do we have for you as a parent of child with SEND?</p>	<p>We would like you to talk to your child's teachers, tutor and Key Stage Team regularly.</p> <p>The Key Stage Team or SENCo are on request discuss your child's progress or any concerns/worries you may have. They also conduct home visits to pupils whose area of need means they do not attend regularly. Bespoke access is facilitated to ensure the pupil completes their education either through the use of tutors or alternative provision.</p> <p>All information from outside professionals will be discussed with you. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. Provision and <b>'assess, plan, do, review'</b> Maps will be updated in partnership with you and your child.</p> <p>We expect to meet with you and your child at every Parents' Evening to review your child's support plan.</p>
<p>How have we made this Academy accessible to children with SEND?</p>	<p>We ensure that equipment used is accessible to all children regardless of their needs. Specialist equipment in in place as required such as: writing slopes, privacy boards, adjustable desks and hoists.</p> <p>We provide support with homework with access to the Learn Centre both before and after school.</p> <p>Key words and literacy resources are used across the Academy to support learning.</p> <p>Learning Boxes are situated in each classroom and accessible to all Teaching Staff, Teaching Assistants and pupils to support with Dyslexia.</p> <p>Lighting can be modified in classrooms to accommodate pupils with visual needs and workspaces have been designed to accommodate the needs of pupils with SEND.</p>

How does the Academy support pupils with medical conditions?

The academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEND) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs.

Access arrangements in the academy include:

- Bespoke Individual Healthcare Plans.
- Evacuation Plans and trained Evacuation staff.
- Trained first aid staff managed by the Admin Manager.
- A designated area to store and access medicines.
- A medical room.
- Specialist equipment as required.
- A lift.
- Liaison with outside agencies for example the Diabetic Service, Epilepsy Support and the Asthma Service.



How will we support your child when they are leaving this Academy or moving to another Year?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that this is as smooth as possible. If your child is moving to another school.

We will contact the SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. This will usually be face-to-face to ensure that they are clear on how to support your child. We will make sure that all records about your child are passed on immediately.

**In Years 6 -7:**

The Academy runs a robust Transition Plan for SEND pupils which involves meetings with Primary Schools; visits by parents and pupils to the Academy; workshops and tours and bespoke provision for pupils with more complex needs. The SEND Team works closely with the Key Stage Three team to ensure that legal transition guidance is adhered to, and that Grace Academy Darlaston continues to develop best practice in this area.

**When moving years in the Academy:**

Information about your child will be shared with their new teachers.

If your child would be helped by a personalised plan for moving to another year, we will put this in place.

The SENCo meets with the Key Stage Team to ensure they are clear on SEND support.

**In Year 11:**

Your child will meet with a careers worker to create a plan for their Post 16 education in Year 10. This support continues through to Year 11. The careers worker is responsible for the 'Getting Ready' paperwork for Statement/EHCP reviews.

A transition programme is being developed in partnership with the Education Psychologist to ensure Grace Academy Darlaston delivers best practice in this area.

Your child's Head of Year and tutor will support your child in finding a suitable course with Grace Academy Darlaston at Post 16 or another provider.

If necessary, the SEND team will arrange visits to new Academy's/colleges for your child, and will accompany them on visits if and when appropriate.

Where can I find out about other services that might be available for our family and my child?	The Walsall Local Offer website has information about the services that are available ( <a href="http://www.walsall.gov.uk">www.walsall.gov.uk</a> )
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### **Keeping up to date**

The school's SENCo regularly attends the Local Authority's network meetings in order to keep up to date with local and national updates in SEND.

The Academy is part of the National Association of Special Educational Needs (NASEN) membership which provides up to date information and support through its website that includes:

- Up to date statutory requirements for SEND
- Advice/guidance from the DFE
- Information and access routes to a range of resources/training
- A one stop shop for SEND guidance/advice/support