

SEND Information Report

Academic Year 2023-2024



Review Date

September 2023

Ratified

September 2023

Next Review

September 2024

Responsible Colleagues

Christine Franklin, Director of Safeguarding

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

SEND Information Report

This information report has been prepared by Principal Elyse Phillips and SENDCO Simon Muller and approved by the Board of Trustees on [DATE] for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEND policy.

The academy makes provision for the following kinds of SEN	<p>Phoenix Academy is a specialist provision for primary-aged children experiencing difficulties associated with Social, Emotional and Mental Health (SEMH). To access the provision, pupils must have an Education, Health and Care Plan where their Primary Need states SEMH and placements are facilitated through Walsall Local Authority SEN Team.</p> <p>Some pupils may additionally experience difficulties associated with the other broad areas of need identified within the 'Code of Practice, 2015'. The Academy uses its best endeavours to meet these additional needs alongside their SEMH needs.</p>
The academy identifies and assesses SEN by:	<p>Special Educational Needs are reviewed annually as part of the Education, Health and Care Plan Review Procedures organised by Walsall Local Authority.</p> <p>The Academy also works with a range of outside agencies to support the identification and provision of any unmet needs.</p>
The academy supports SEN in accordance with its policy framework which is set out at:	<p>All Phoenix policies and procedures can be found on our website under Our Academy, then Policies or Procedures.</p> <p>This includes our SEND Policy, Equalities Policy and Objectives, Attendance Policy, Behaviour Policy, Curriculum Policy and Assessment Policy. They are to be read in conjunction with the SEND Code of Practice 2015.</p> <p>These policies set out the academy's approach to:</p> <ul style="list-style-type: none">• Assessing and review of the progress of children with SEND• Teaching children with SEND• Adapting the curriculum and learning environment for children with SEND• Making decisions on additional support in relation to children with SEND

	<ul style="list-style-type: none"> • Ensuring inclusion of children with SEND with children without such needs across all academy activities • Supporting the emotional, social and mental development of children with SEND • Evaluating the effectiveness of our provision for our children with SEND. 	
The academy's SENCO's details are:	SENCo:	Mr Simon Muller
	Email:	simon.muller@attrust.org.uk
The academy's staff have been trained and have expertise in the following areas:	<p>Phoenix caters for three individual curriculums: the National Curriculum, a Needs-based Curriculum and an Incidental Curriculum. Represented as a Venn Diagram, pupils are supported to sit in the middle of these curriculums to provide a holistic education that meets the individual needs of all pupils to support their future goals and aspirations. When needed, staff can alter their curriculum focus in-line with the Academy's values to respond to pupil needs. Acceptance, Belonging, Regulation, Respect and Pride are the underpinning values that determine this focus as a pupil may not be able to fully engage with the National Curriculum if they don't feel Accepted as an individual or feel as though they belong to the school community. This model supports teachers to adapt and respond their offer to ensure that we are always supporting pupils to build a positive view of education.</p> <p>All staff at Phoenix receive training on how to meet the needs of all learners and strategies to support students with ASD, ADHD and trauma-related difficulties. All staff are trained in physical intervention with three members of staff trained to trainer status who oversee and support staff to ensure they act in the best interests of pupils.</p> <p>The SENCo has completed the Nationally accredited qualification required to be in the role of SENCo.</p> <p>As a specialist provision, Phoenix Academy can offer an enhanced classroom offer tailored to support the Social, Emotional and Mental Health needs of pupils:</p> <ul style="list-style-type: none"> • 2:8 Adult to pupil ratio in classrooms • Adapted furnishings in classrooms to support a feeling of safety and calm • Reduced stimuli in the classrooms through minimal displays and colours have been chosen to support the regulation of pupils • Consistent use of: Emotion Coaching, Restorative Practice, Relational Approaches and PACE Principles (Playfulness, 	

	<p>Acceptance, Curiosity and Empathy) from all staff throughout the Academy</p> <ul style="list-style-type: none"> • Clear, whole school routines and visual support to facilitate transitions • Personalised approaches to engage and enhance learning opportunities <p>Targeted interventions:</p> <ul style="list-style-type: none"> • To support regulation, there are teams of staff throughout the Academy who can support the emotional regulation and skills pupils need to develop to support their preparation for adulthood: <ul style="list-style-type: none"> ○ Behaviour Team ○ Intervention Team ○ Family Intervention Team ○ Senior Leadership Team ○ Therapy Team ○ Rainbow Team (nurture classroom) • Additional, targeted interventions are responsive to presenting needs <p>High quality teaching and provision in place is monitored by the Senior Leadership Team and strategic meetings are held fortnightly in a continual process of responding to the presenting academy needs.</p>
<p>The academy will secure equipment and facilities for children with SEND by:</p>	<ul style="list-style-type: none"> • Planning through its annual budget • Applying for Higher Tier Funding when necessary • Pupils Premium Funding • Applying for grants/additional funding • Buying into the local authority offer

<p>The academy aims to involve the parents/carers of children with SEND in the education of the children and will do so by:</p>	<p>Ensuring there are communication systems in place so that parents/carers can be involved with their child's education. Collaboration is facilitated through these forums:</p> <ul style="list-style-type: none"> • Annual Reviews of Education, Health and Care Plans where outcomes are reviewed • Parents' Evenings where families can view children's work and discuss with teachers the current targets pupils are working towards • Ongoing communication through 'Class Dojo', text messages, emails and phone calls • Parents have the opportunity to join our Coffee Mornings/Afternoons with our Family Intervention Team to get to know other families within the Academy • Open door policy <p>Pupil views are also gathered and underpin our relational approach to supporting Social, Emotional and Mental Health needs. Pupil views are gathered through:</p> <ul style="list-style-type: none"> • Annual Reviews of Education, Health and Care Plans • Ongoing dialogues between staff and pupils • One Page Profiles displayed in classrooms
<p>Any concerns or complaints raised by a parent/carer of a child with SEND will be dealt with by the academy by:</p>	<p>Following our Complaints Procedure.</p>
<p>The academy works with other agencies to support children with SEND and their families:</p>	<ul style="list-style-type: none"> • Walsall SEND Services • Walsall Education Service • CAMHS • Family Support Services • Educational Psychology Service • NHS Speech and Language Service • CADMUS Advisory Service • Other as required
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS)</p>
<p>The academy works on transition arrangements for children joining or leaving the academy by:</p>	<p>Pre-entry</p> <ul style="list-style-type: none"> • Review of consultation information including the child's EHCP and any other supporting information • SENCo meetings with feeder schools • No-Strings Look Around Visits • Transfer information • Transition plan to support integration into the Academy

	Year 6 to Year 7 (Phase Transfer) <ul style="list-style-type: none"> • EHCP Reviews • Support with Phase Transfer processes • Transition meetings with destination provisions
The Local Offer produced by Walsall Local Authority is available at:	The SEND Local Offer Walsall Council