



SEND Information Report 2021-22

Phoenix Academy



#TransformingLives

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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) 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 coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Elyse Philips	Principal	01922 712834
Lucy Dawes	Vice Principal/DSL	01922 712834
Simon Muller	Assistant Principal/SENCo	01922 712834
Neil Toplass	SEND Governor	01543 480369

Information on where the local authority's offer is published:

Contact details of support services for parents of pupils with Special Educational Needs can be found on Walsall's Local Offer. Walsall's Local Offer for children and young people aged 0-25 years with Special Educational Needs and/or Disabilities can be accessed through this link:

[Local Offer | Walsall Community Living Directory \(walsall.co.uk\)](http://walsall.co.uk)

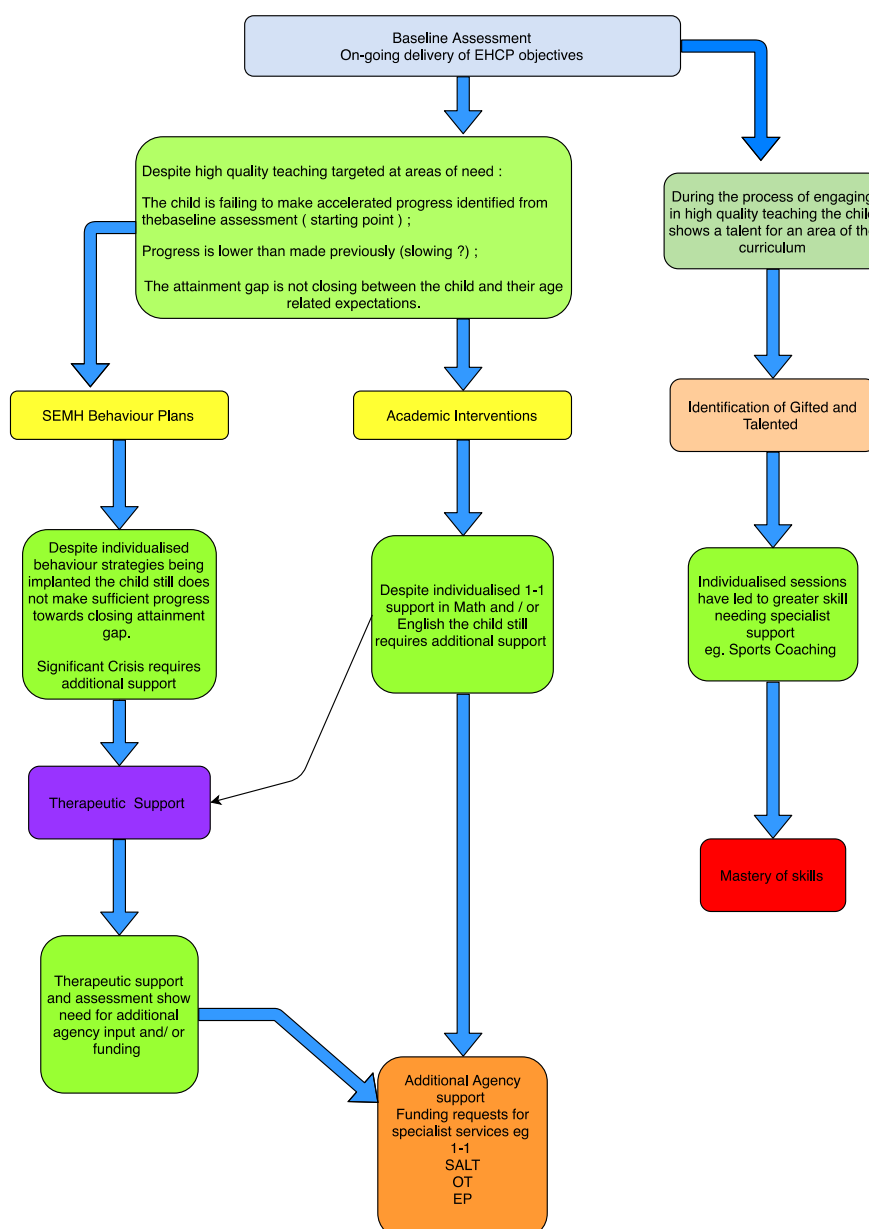
Phoenix Academy's Local Offer

1. The kinds of special educational needs provided for:

Phoenix Academy is a special school specialising in supporting pupils whose needs lie within Social, Emotional & Mental Health (SEMH). To attend our provision, children must have an Education, Health and Care Plan (EHCP) which identifies SEMH as a significant barrier to learning. We do recognise, however that some pupils may have needs in more than one area and needs can change over time.

2. Our academy's approach to teaching pupils with special educational needs:

Our academy is designed to support the SEMH needs of our pupils. We look at the individual needs outlined with each child's EHCP to create a bespoke curriculum offer to support progress both within the National Curriculum and within their bespoke Special Educational Needs (SEN) curriculum. At Phoenix Academy we appreciate there are scales of need beyond formal assessment and implement a graduated response that reflects the additional needs of every pupil:



3. How we adapt the curriculum and learning environment for pupils with special educational needs:

Pupils are creatively taught the National Curriculum with their individual needs in mind. They are also taught a bespoke special educational needs curriculum, informed by their EHCPs. Within the classrooms, there are three adults to a maximum of eight children. The three adults consist of: a teacher, a classroom-based teaching assistant and an intervention teaching assistant. In order to support the SEMH needs of our pupils, we offer a waved support response utilising intervention within the classroom and outside of the classroom. As part of this support, we also offer a therapeutic support offer, utilising an art therapist, a nurture centre and a sensory room.

4. Additional support for learning available to pupils with special educational needs:

Pupils have access to a bespoke curriculum linked to their specific needs in relation to the four broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Physical/Sensory

This curriculum is created initially using information from each child's EHCP and is then developed to reflect emerging needs.

5. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

All of our pupils have SEMH needs and so each child has a bespoke intervention programme to support them to develop associated skills to support these needs.

6. How we assess and review the progress of pupils with special educational needs:

As well as tracking progress towards the National Curriculum standards, we also track the progress of skills being taught to support their Special Educational Needs. This progress data is then considered alongside engagement data and SEMH-based assessments to provide a holistic journey of each pupil as they journey through Phoenix Academy. This allows us to ensure that provision is correctly targeted and helps us to support each individual pupil. Each year, every pupil has an Education, Health and Care Plan Annual Review where progress towards their bespoke outcomes are reported to the child's Local Authority.

7. The expertise and training of staff in relation to pupils with special educational needs:

All staff attending Phoenix are in receipt of a bespoke personal development offer that helps to equip them with the skills needed to support the individual needs of our pupils. Where there is an identified need for training, this is built into the strategic aims of the academy and advice is sought from a range of external agencies and professionals.

8. Equipment and facilities to support pupils with special educational needs:

A range of equipment is used to support individual needs of pupils. This includes a sensory room, nurture centre, art therapy and sensory-based equipment/objects. These are offered to all of our pupils who benefit from accessing them.

9. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

We work closely with parents and carers to support the needs of their children both within school and at home. Our two family intervention workers support families with accessing services and providing home support when needed. Parents and carers also have the opportunity to discuss their child's progress within parent's evenings, EHCP review meetings and general ad-hoc meetings when required. Working closely with parents is essential in ensuring the provision offer is right for their child while attending Phoenix.

10. How we consult pupils with special educational needs about, and involve them in, their education:

Individual targets are shared with our pupils and they are involved in reviewing their progress if able to do so. Their voice is gained and shared within review meetings and they have the opportunity to attend these meetings if they express a desire to do so.

11. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

We work alongside parents to discuss options for secondary provision. The local authority is then responsible for consulting with these provisions to secure a placement. Once confirmed, transition is facilitated and detailed information is transferred to their new placement to ensure that the right provision is recommended before the pupil starts their new placement.

12. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

We work alongside a range of agencies that support the individual needs of our pupils. Some of these are referred into by the school and some enrol with us already known to services. We help to facilitate communication between agencies and utilise the strategies recommended by them. Due to the reduced capacity in some local authority services, we also offer our own family intervention team to support families in a timelier manner while they wait for more specialised support. Some of the specialist services that can be accessed include:

- Special Educational Needs and Disability Service
- Speech and Language Therapists
- Educational Psychology Service
- Educational Welfare Officer
- Children and Young People's Services
- School Nursing
- Integrated Family Support Service
- Early Help
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- Physiotherapy
- Cadmus Inclusion Team

We also access support through traded services. We have dedicated time from an Educational Psychologist and an Advisory Teacher who can work with pupils with parent permission.

13. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

14. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document.

This evaluation report reflects academic year ending July 2021					
SEND profile					
Total Number of pupils on SEND register					
SEND Support		Education, Health and Care Plans		% of academy population	
				SEND support	EHCP
0		41		0	100
% boys and girls		SEND and Pupil Premium % of SEND cohort		<i>SEND needs breakdown should be shared with Governors using needs analysis template</i>	
Boys	Girls	76			
95	5				

Attendance and exclusions		
Overall attendance %	% of pupils PA	% and number of SEND pupils FTE or PEx
SEND	SEND	SEND
94.63	11.9	11.9 (5) FTE 0 PEx

Strategies implemented over the last 12 months

Over the last 12 months, we have adopted an Emotion Coaching approach as a strategy for supporting our pupils when they are struggling to regulate themselves. This has been highly successful as our pupils are accepting support more readily and are able to reflect on situations. We have also structured our classrooms so that each adult has a role: a teacher, a class-based teaching assistant and an intervention teaching assistant. This model has allowed a clear structure for ensuring that EHC outcomes are met. A new system has been put into place that allows senior leadership to analyse behaviour trends so that practice can be adapted to support emerging needs. This system will continue into next year as it is refined and improved. Other plans for the academic year 2021-22 include the implementation of a new needs-based curriculum to run alongside the National Curriculum, informed by pupils' EHCPs.

Quality-First Teaching

Classroom teaching has been adapted to support the individual needs of our pupils. Pupils will be given opportunities to meet their EHC targets both within the classroom through quality-first teaching and through a bespoke intervention programme.

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)			
	Autistic Spectrum Disorders (ASD)			
Cognition and Learning	Moderate Learning Difficulty (MLD)			
	Severe Learning Difficulty (SLD)			
	Profound and Multiple Learning Difficulty (PMLD)			
	Specific Learning Difficulty (SpLD)			
Social, Emotional and Mental Health (SEMH)		41	100	100
Sensory and/or Physical Needs	Visual Impairment (VI)			
	Hearing Impairment (HI)			
	Multi-Sensory Impairments (MSI)			
	Physical Disability (PD)			

Appendix A