

SEND Information Report

Phoenix Academy 2024-25



Review Date

September 2024

Ratified

July 2024

Next Review Date

September 2025

Responsible Directorate

Safeguarding

Our Trust

*These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.*

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

SEND Information Report

Local review

Approved by:	Governing Body	Date:
Last reviewed on:		Date: September 2024
Next review due by:		Date: September 2025
SENDCO and Designated Teacher: Simon Muller	Simon.muller@atrust.org.uk	Achieved NaSENCO qualification in November 2018

1. The kinds of SEND that are provided for:

Our academy is a specialist provision for Social, Emotional and Mental Health but also provides additional and/or different provision for a range of associated needs, including:

Area of need	Condition
Communication and interaction	<ul style="list-style-type: none">• Autism Spectrum Disorder• Speech and language difficulties
Cognition and learning	<ul style="list-style-type: none">• Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia• Moderate learning difficulties
Social, emotional and mental health (SEMH)	<ul style="list-style-type: none">• Attention Deficit Hyperactive Disorder (ADHD)• Attention Deficit Disorder (ADD)• Trauma/attachment-based needs
Sensory and/or physical	<ul style="list-style-type: none">• Hearing impairments• Visual impairment

2. The Academy's SEND support overview

Special Educational Needs are reviewed annually as part of the Education, Health and Care Plan Review Procedures organised by Walsall Local Authority.

The Academy also works with a range of outside agencies to support the identification and provision of any unmet needs.

3. Our Academy's Core Offer

Academy assessments	Academy Interventions	External agencies
Speech and Language BPVS	Speech and Language Wellcomm Colourful semantics	NHS Speech and language therapy (SALT)
Literacy assessments LUCID – dyslexia/phonics screener YARC – reading comprehension RAPID – dyslexia screener	Literacy RWI Fresh start phonics	Educational Psychology Service (EPS) provides a specialised response to students whose progress in educational settings is presenting concerns to their parents/carers and to staff. They can carry out a vast array of assessment to unpick students' specific needs and support with targets and provision planning. Specialist Teacher Service (STS) They are a team of teachers with different specialisms. They can support with: learning assessments, support for learning needs such as spelling, writing and reading, Dyslexia assessments and issues such as anger, anxiety, resilience or emotional regulation.
Numeracy assessments SENT – Numeracy assessment	Numeracy	
Other cognitive assessments CAT4 – Cognitive assessment LASS – cognitive assessment Recall – executive function, working memory and processing	Other cognitive interventions Lego therapy (6 weeks)	
SEMH assessments Strengths and Difficulties Questionnaire Emotional Literacy	SEMH Draw and talk (12 weeks) ELSA (Emotional Literacy Support Assistant)	SEMH services (CAMHS) services who support students with mental health
Sensory/motor assessments Sensory Processing Measure	Physical/sensory interventions Sensory circuits Write from the Start	NHS services NHS – Occupational Therapy (OT) students with fine or gross motor concerns, sensory needs, executive functioning difficulties NHS Audiology students with hearing needs Community paediatrician Support students who present with areas of developmental delay and can coordinate support from other relevant professionals and arrange medical tests. NHS Physiotherapy Support students with physical needs

4. Supporting students moving between phases and preparing for adulthood

We are very aware that moving to a new class or academy can be a time of worry and anxiety for students and their families.

Moving to a new school year: All students will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of term.

Some students may benefit from extra transition support, and this will be based on individual needs. For example, some students may benefit from spending extra time with their new teacher, additional classroom visits and supportive information to take home for the summer holidays.

Staff will have transition meetings with the next class teacher to ensure appropriate information is shared about each individual student. Any targets, assessments and other relevant information is passed on to the next teacher.

Transitions to Secondary: Our SENDCO will arrange to meet with the SENDCO from your child's new school and information regarding the student's individual needs will be shared. Visits to the new school are put in place where possible and appropriate.

5. Adaptations to the curriculum and learning environment

All our teaching staff have accessed training in making tweaks and adaptations to their teaching, to recognise strengths and meet needs across the 4 broad areas of need:

- Adapting our curriculum to ensure all students are able to access it , for example by grouping, 1:1 work, adapting the teaching style or content of the lesson.
- Adapting our resources and staffing and deploying TAs to support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, standing desks and attention aids
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.

6. Expertise and training of staff

All staff attend training on various SEND areas throughout the year. We attend staff training to share knowledge, strategies and experiences and to ensure consistency of the academy's approach for students with SEND.

Teachers and support staff attend training run by outside agencies that are relevant to the needs of the students they are working with.

The SENDCO works very closely with specialists, who provide advice and direct support regularly. In the past year, staff have accessed a range of training courses including:

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| <ul style="list-style-type: none">- Team Teach- Trauma-informed practices- Adaptive teaching- Working memory- PACE principles |
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7. Disabled Access and Provision

We adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any student who has specific long- or short-term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the academy or curriculum, providing access for students with disabilities.

Curriculum accessibility is closely monitored and assessed by the class teachers, under the direction of the SENDCO, subject leaders and the Senior Leadership team.

For further information please see our Accessibility Plan.

8. Securing equipment and facilities

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional adult support
- Additional training for our staff
- External specialist expertise

We will consult with specialist agencies and services who loan or supply specialist equipment and get recommendations about how best to support your child to access their learning.

9. Involving parents and carers

If you think your child is struggling in a specific subject area, the first person you should tell is your child's class teacher who will investigate or pass on any concerns to our SENDCO as appropriate. Our staff will follow the Assess, Plan, Do, Review procedure detailed above.

If your child has a learning plan, we will provide termly reports on your child's progress. At these review points, we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Offer you the opportunity to discuss your views and the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

10. Exam Access arrangements

All pupil will have additional time to complete any exam assessments due to their EHCP. There are a number of alternate access arrangements that can be accessed to meet the specific needs of your child. The academy will communicate with parents to discuss whether any of these arrangements would be more suitable.

11. Access to extra-curricular and enrichment activities

All students are encouraged to go on our academy trips, including our residential trips. If appropriate, our staff will contact you to discuss any reasonable adjustments which need to be made to enable your child to participate.

All students are encouraged to take part in sports day, performances and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Due to transport arrangements being a barrier to accessing extra-curricular activities, the academy dedicates one afternoon a week to facilitating a range of activities that can be chosen by pupils. This includes activities such as: Cooking, gardening and sports.

12. Support for Looked after Children and Previously Looked after Children with SEND

Our designated teacher will work with our SENDCO to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHCPs are consistent and complement one another.

13. Complaints about SEND provision

If you have any complaints about this information report or SEND in general, please contact our SENDCO.

A copy of the full complaints procedure is available on the academy website.

14. Contact details of support services for parents of students with SEND

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any academies. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions. [Walsall SENDIASS - Family Action \(family-action.org.uk\)](http://WalsallSENDIASS-FamilyAction(family-action.org.uk))

Other local support services for parents of students with SEND.

Team Teach Information - [Parent page - Team Teach](#)
Autism - [Autism West Midlands | Supporting the Autistic Community](#)
SALT - [Speech and Language Therapy - Walsall Healthcare NHS Trust](#)
CAMHS - [Child and Adolescent Mental Health Services - CAMHS :: Black Country Healthcare NHS Foundation Trust](#)

Additional signposting can be facilitated by our family intervention team. Please email the academy postbox for additional information – PHO-Postbox@attrust.org.uk

15. The local Authority Offer

The Local Authority has a Local Offer website and information about services that may be available to you. [Welcome to Walsall's SEND Local Offer | Send](#)

16. Monitoring arrangements

This information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. This report will be approved by the governing board.