

SEND Information Report

The Midland Academies Trust

The kinds of Special Educational Needs and Disabilities (SEND) that are provided for

Trust academies provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example dyslexia or dyspraxia,
- Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties.

This is not a complete list. See the attached provision guidance at the end of the report.

Identifying pupils with SEND and assessing their needs

All Trust academies have a Special Educational Needs Coordinator, or SENCO. This is a member of staff who has an important responsibility for making sure that children with special educational needs and disabilities receive the support they need.

We will assess each pupil's current skills and level of attainment on entry to our academies. This will build on assessment from previous settings and phases of education. Where appropriate, subject teachers will make regular assessments of progress for all pupils and identify those whose progress is a cause for concern.

This may include progress in areas other than attainment, for example social needs. It will also take into account the impact of low attendance on pupil learning.

Please note that slow progress and/or low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start by defining expected outcomes for the child and take into account wishes and views of parent/careers and the child.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where new or different concerns arise from our staff during a pupil's time in our academies, a SEND concern is raised by the subject teacher or pastoral leader. This is shared with the SENCO who then uses the information to assess the pupil's needs.

This assessment might be a lesson observation or may involve a referral to an external agency. There are different assessments used based on the nature of the concern, and Trust academies may use slightly different processes locally.

Consulting and involving pupils and parents

We believe in working in close partnership with parents and families to create successful futures for all the young people in our care.

All Trust academies will provide information in an accessible way to meet the needs of the parent/carers of pupils.

We will communicate regularly with parents and carers throughout the year.

Our SENCOs are available for meetings by appointment by contacting the relevant academy

Where there is a concern about academic progress in a particular subject, our subject staff will contribute to meetings with parents and carers. This includes concerns raised either by the subject teacher or by the parent/carers themselves.

The Trust academies will communicate with parent/carers to assess what additional support they may need in supporting their child's learning. This may result in signposting parents/carers to wider support.

Parents/carers will be consulted when the academy is considering if their child needs a Support Plan or an Educational Health Care Plan (EHCP).

We will formally notify parents/carers when it is decided that a pupil will receive SEND support. Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

Local support for parents and carers

Should you want independent support or advice regarding your child's additional learning needs, **SENDIAS** (Special Educational Needs and Disabilities Advice and Support) supports parents and carers of Warwickshire and Leicestershire children with special educational needs and disabilities, from 0 - 25 years of age.

More information about their service and how to contact them can be found at:

Warwickshire

<https://www.kids.org.uk/warwickshire-sendias-front-page>

Phone: 024 7636 6054)

Email: warwickshire@kids.org.uk

Leicestershire

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/send-information-advice-and-support-service-sendiass>

Phone: 0116 3055614

Email: sendiass@leics.gov.uk

Assessing and reviewing pupils' progress towards outcomes

All teachers and support staff will be aware of any additional needs for the pupils they work with.

We will regularly review the effectiveness of support and intervention and the impact on the pupil's progress.

Where professionals from Education, Health or Social Care are involved with the student, we will ask for their help to inform and review progress.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- Assess- identify the needs of the pupil through observations and teacher/support staff referrals.
- Plan- Identify strategies that will support the pupil.
- Do- Monitor and evaluate a six-week cycle of the suggested strategies and feed back to SENCO on success and areas for development.
- Review- assessed the cycle of interventions for success and if needed a referral will be made.

Supporting pupils moving between phases and preparing for adulthood

Where a pupil with SEND is joining us from a primary school or setting, our staff will work closely with them to plan in advance so we can meet the pupils' needs.

All pupils in our academies will receive careers education including an interview with our Careers and Employability Manager.

We will share information with any other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

Our curriculum is designed to support all pupils to achieve their potential. It is structured to build up knowledge over time. Pupils will return to previous learning throughout the five year curriculum so that it is embedded into long-term memory.

We expect all teachers to be ambitious for their pupils, but to support and structure lessons so that all pupils can access the learning.

Staff are provided with Pupil Passports, containing key information about needs and strategies for pupils with SEND.

Teaching staff may be supported by Progress Coaches in lessons. The teacher will direct the Progress Coach to work with particular pupils during the lesson according to their needs. This may mean intensive 1:1 support, but where possible teachers will encourage independence and may ask the Progress Coach to work with other children in the room.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Adaptations to the curriculum and learning environment

Trust academies have individual Accessibility Plans which outline curriculum and learning environment adaptations.

Where pupils have medical needs and SEND, we will plan and deliver education provision in a coordinated way with their healthcare plan, where they have one.

We will also follow the statutory guidance on supporting students with medical conditions. For students who have a medical need the information will be shared with staff

Additional support for learning

Specialist staff are trained to deliver specific support and programs. Where possible this will take place outside of normal lesson time. However, there may be cases where 1:1 support or therapeutic interventions take place during the school day for a limited period.

We work with the following agencies to provide support for pupils with SEND in both Leicestershire and Warwickshire

- Educational Psychology
- Service Specialist Teaching Service
- Hearing Impairment Team
- Visual Impairment Team
- Autism Outreach
- ADHD Solutions
- CAMHS
- Social Services
- Diabetes nurse
- The Physical Disability Service

Expertise and training of staff

The Trust employs an experienced Lead SENCO who oversees the work of each academy SENCO. Academy SENCOs have additional time in which to carry out their role.

Specialist staff receive regular training including in delivering specific intervention programs.



Staff have regular training and work together to develop teaching resources to support the needs of pupils.

The academy SENCO delivers regular training and CPD delivery in their academy and across the trust to support teaching and learning of pupils identified with SEND.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND through:

- reviewing pupil progress and attainment information
- observing interventions and classroom teaching
- talking to pupils and understanding their views

Access to extra-curricular activities

The Midland Academies Trust works to ensure inclusivity for all pupils regardless of need. All extra-curricular activities and academy visits are available to all pupils.

Support for improving emotional and social development

We encourage the emotional and social development of all pupils, including those with SEND.

The Trust academies have clear policies on behavior and bullying that set out the responsibilities of everyone in the Academy.

The Trust academies have clear systems so that staff can identify and respond to mental health difficulties.

The most vulnerable pupils can have support in unstructured times with the pastoral leader or support from the SEND team.

The Trust has access to counsellors to offer additional support.

Working with other agencies

All Trust academies work with external agencies to support the needs of pupils identified with SEND. The academy SENCO will work closely with the external agency or delegate this to the most appropriate member of staff to support SEND pupils.

Pastoral leaders work closely to support the early help strategy to support pupil's needs.

Complaints about SEND provision

If a parent/carer has a complaint about their child's provision they should communicate with the SENCO in their child's academy in the first instance to look for a resolution.

If a resolution cannot be agreed with the academy the parent/carer will then be referred to the Trust Complaints Policy <https://www.midlandacademiestrust.co.uk/attachments/download.asp?file=11&type=pdf>

Contact details of support services for parents of pupils with SEND

Warwickshire

<https://www.warwickshire.gov.uk/send>

Leicestershire

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send>



Contact details for raising concerns

Academy	SENCO	Contact Number for Academy	Email for SENCO
Hartshill Academy	Elle Somers	02476 392237	Elle.Somers@midlandat.co.uk
The Nuneaton Academy	Chloe Alexander	02476 341134	chloe.alexander@midlandat.co.uk
The George Eliot School	Richard Stevenson	02476 744000	richard.stevenson@midlandat.co.uk
Heath Lane Academy	John Collins and Sue Mitchell	01455 845061	John.Collins@midlandat.co.uk Sue.Mitchell@midlandat.co.uk
Trust Lead SENDCO	Baljinder Morrison	02476 243000	Baljinder.Morrison@midlandat.co.uk

The local authority local offer

Warwickshire local authority's local offer is published here <https://www.warwickshire.gov.uk/send>

Leicestershire County Councils local offer is published here <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

Appendix

Provision

The following are examples of provision across The Midland Academies Trust academies. The provision offered in each academy will be matched to individual pupils through assessment and evaluation.

Types of need	Examples of support in our academy	How we check it is working
<p>Cognition and Learning</p> <p>Children and young people with cognition and learning needs may find it hard to develop skills in numeracy and literacy, learn more slowly than others at the same age.</p> <p>Additionally, they may have difficulty with concentration, speed with processing information, learning new vocabulary, and organising skills.</p> <p>Children may find it difficult to think and understand their way through their learning.</p> <p>A child's needs will vary from individual to individual, and appropriate support is put in</p>	<ul style="list-style-type: none"> • Five-year curriculum model • The breakdown of tasks into smaller chunks • Simplify instructions for pupils both verbally and written • Peer support • Small group, paired and 1-1 • Interventions in-class and out of class • Targets for subject • Differentiation • Access to specialist support from a teacher or other professional if needed • Educational Psychologist • Knowledge Organisers • Pupil Passports detailing barriers to learning plus learning strategies which is shared on the academy system, so it is available to all staff • Support from Progress Coaches in class 	<ul style="list-style-type: none"> • Academy based assessments • Discussion with pupils, parents, teaching staff, outside agencies • Academy based tracking systems • Meetings with staff in academy through Laser meetings on progress and achievement

<p>place to meet personal needs.</p>	<ul style="list-style-type: none"> • Scaffolding up resources • Appropriate marking • Specialist equipment and materials • In class support for small groups by Progress Coaches • Small group withdrawal • Individual withdrawal for programs tailored to meet specific needs of the pupil. • Placing in appropriate groups • Mentoring • Literacy and numeracy interventions • Support from outside agencies 	
<p>Communication and Interaction</p> <p>Children and young people with communication and interaction needs may find it difficult to communicate with others from adults to their peers.</p> <p>They might find it hard to say what they want to or have trouble in understanding what is explained to them.</p> <p>They may also find it difficult to use or understand social rules of communication.</p> <p>Some children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, may have difficulties with social interaction.</p> <p>They may experience difficulties with language, communication, social interaction and imagination, and this can impact on how they relate to others and within the classroom environment.</p>	<ul style="list-style-type: none"> • Scaffolding up through Quality First Teaching • Trained staff in academy • Small group, paired, 1-1 support. • Advice from specialist professionals in and out of academy • Educational Psychologist • Support from the Autism Team 	<ul style="list-style-type: none"> • Observations of the young person • Academy based assessments • Discussion with pupils, parents, teaching staff, outside agencies • Academy based tracking systems • Meetings with other staff in academy on the progress of the young person (Laser Meetings).
<p>Social, emotional and mental health difficulties</p> <p>Children and young people may experience a wide range of social and emotional</p>	<ul style="list-style-type: none"> • Small group, paired, 1-1 support. 	<ul style="list-style-type: none"> • Observations of the young person • Academy based assessments

<p>difficulties, which are shown in different ways.</p> <p>Children might become withdrawn or isolated, or they may display challenging, disruptive or disturbing behavior.</p> <p>These behaviors might reflect an underlying mental health difficulty such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>As a Trust we put in place processes to support these children and young people, which include working to ensure that any disruptive behavior does not impact on other pupils.</p>	<ul style="list-style-type: none"> • Advice from specialist professionals in and out of academy • Mentoring, pastoral, academic support, in class support, 1-1 and small group. • Counsellor • Raising awareness of mental health issues across the academy in assemblies and PSCHE • Referrals to outside agencies where needed 	<ul style="list-style-type: none"> • Discussion with pupils, parents, teaching staff, outside agencies • Academy based tracking systems • Meetings with other staff in academy • Feedback from staff
<p>Sensory and/or physical needs</p> <p>Children and young people may have a disability such as a hearing impairment (HI), vision impairment (VI) or multi-sensory impairment (MSI).</p> <p>The needs of the child or young person might mean that adaptations need to be made to resources and facilities in academy in order to ensure that the curriculum can be flexible to support everyone in their learning.</p> <p>These needs might change over time.</p>	<ul style="list-style-type: none"> • Adapted resources • Access Ability Plan in place • Pastoral support from form tutors and pastoral managers • Learning environment adjusted to suit need • Access to academy lift 	<ul style="list-style-type: none"> • Monitoring that the young person has access to a broad and varied curriculum and is included in whole academy daily life. • Observations of the young person