

Special Educational Needs and Disability (SEND)



Information Report

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Section 1 - Introduction

Shireland Collegiate Academy is an outstanding school following an Ofsted inspection in March 2013. High quality planning, high quality teaching, learning and a positive ethos were recognised throughout the Academy:

“Teaching is outstanding. Lessons are planned extremely well to make sure they are demanding, exciting and get the most out of all groups of students...” Ofsted 2013

“The behaviour of students in lessons and around the Academy is impeccable. They are keen, lively, questioning and enthusiastic learners...” Ofsted 2013

Amongst our students are a number identified with special educational needs and disabilities (SEND). They include students with a physical disability requiring a wheelchair; hearing or visual impairments; students with a range of communication and interaction needs; students with cognition and learning needs and students who have social, emotional or mental health issues. SEND students have representation across the ability range and in all year groups. Their support needs may remain constant over time or change in line with their personal development.

Section 2 - Transition from primary school

Many Year 5 and 6 students from local primary schools have already had the opportunity to attend study support and/or extra-curricular activities at the Academy. This means many will already be familiar with the Academy layout and will have met some of the teaching and support staff. Academy staff will liaise with all feeder schools during the summer term of Year 6 in order to find out about new SEND students and offer additional transition support to those who require it.

The majority of SEND students will have had their learning needs identified while at primary school. Liaison between Mrs Philpotts (Shireland Collegiate Academy SENCo) and primary school SENCo's will take place in the summer term before students transfer to the Academy. SEND record handover takes place at the Sandwell transition fayre in July.



Other students may have their needs recognised for the first time once they have arrived at the Academy. This may be based upon assessments in literacy or numeracy or as a result of teacher/family concern.

All students transferring from primary school attend a number of induction days towards the end of the summer term and are encouraged to attend Summer School, which runs during the first and last weeks of the school summer holidays. This gives students a greater familiarity with the Academy and helps to build their confidence as September approaches. This also gives teaching and support staff the opportunity to get to know the needs of students with SEND and to meet their families.

Section 3 - Teaching and learning in Key Stage 3

All students in Year 7 and Year 8, including students with SEND, follow a unique thematic curriculum called Literacy for Life (L4L), devised by experienced teachers at the Academy. Exciting and dynamic themes enable the teaching of key competencies, creating an engaging learning experience for all students.

“Most lessons are highly imaginative and make sure that students’ interests and enthusiasm are captured well...” Ofsted 2013

Having one L4L teacher delivering the L4L curriculum to their class, means that students have a secure and confident start to their secondary career. Movement around the Academy to different classes is also minimised as students spend most of the time in the L4L base. All students also have the opportunity to boost their reading age during L4L curriculum time by taking part in a daily reading intervention (Accelerated Reader).

“...meticulous attention to ensuring that the needs of all are met extends particularly to disabled students and those who have special educational needs. Very well-targeted support for these students enables them to overcome many of their difficulties and make the same outstanding progress as their classmates.” Ofsted 2013

All students in Key Stage 3, including students with SEND, have use of a personal laptop computer during the school day. Differentiated work is set via the Class Site section of the Academy gateway, allowing students to have direct access to class resources and homework wherever they have an internet connection. There is provision in L4L and in the The Hub for students to attend after school homework clubs which is extremely beneficial to students who do not have access to an online computer at home.

The extensive use of ICT resources throughout the Academy has facilitated the development of “flipped learning” techniques, where students are encouraged to research or complete activities before a lesson. As these pre-learning techniques can be used with resources at any level, they can be a valuable way of motivating and engaging all students, including those with SEND.

Students requiring the greatest level of support in Year 7 and Year 8 are timetabled for 2 hours of Drive Workshops instead of participating in Modern Foreign Languages (MFL) lessons. Students in Drive Workshops receive additional SEND screening to enable personalised activities, appropriate to developing individual needs. These workshops are taught by a combination of L4L teaching staff and support staff from the Inclusion department. Students will work in 1:1 or small group interventions as required (See Appendix 1).



Section 4 - Teaching and Learning in Key Stage 4

In Year 9, students continue to follow an L4L course for a reduced amount of time and increasingly venture away from the Year 9 base. Students will participate in a wider range of specialist lessons and experiences, working with different teachers from different subject specialisms.

Part way through Year 9, all students choose their option subjects for Year 10 and 11 study, with opportunities at all levels to follow interesting and challenging courses. A high level of guidance for all families and students helps to ensure that they make appropriate choices in relation to their ability, interests and future plans. SEND students will receive additional information about appropriate future opportunities and some students will receive additional careers interviews as required.

In Years 10 and 11, students are set according to ability in the majority of subjects. GCSE target grades are based upon student attainment in KS2 SATs and applies to all student across the ability range.

“The proportion of students making and exceeding the expected three levels of progress in both English and mathematics is very high when compared to the national average...” Ofsted 2013

All students in Key Stage 4 continue to have use of a personal laptop computer during the school day. Differentiated work is set via the Class Site section of the Academy gateway, allowing students to have direct access to class resources and homework wherever they have an internet connection.

In-class support is provided in core subjects (English, mathematics and science), where appropriate, in Year 10 and Year 11. Class sizes are smaller in lessons where students require the most support, in all subjects. Some in-class support may also be provided in option subjects if appropriate.



A carefully constructed study support programme directs KS4 students to a number of different subject based study support opportunities, so helping to ensure academic success at KS4 in a full range of subjects.

Students with an Education Health and Care Plan (EHCP) may be withdrawn from one of their option subjects in order to complete additional support for their personal development outcomes, complete interventions or provide the opportunity to catch up on coursework.

Students with a fully documented history of SEND extending into KS4 may be eligible for additional access arrangements such as a reader, additional time or other modifications during GCSE examinations. These assessments occur during Year 9 or Year 10 to see if students meet the stringent criteria for this support.

Section 5 - Post-16 Opportunities

All students must now remain in education or training until the age of 18. Shireland Collegiate Academy has an on-site sixth form offering a range of Level 1 (BTEC), Level 2 (BTEC) or Level 3 (BTEC/A-Level) courses. The provision of personal laptop computers continues to all students in Key Stage 5, which they are able to use during the school day and take home to use outside of school hours. Differentiated work is set via the Class Site section of the Academy gateway, allowing students to have direct access to class resources and homework wherever they have an internet connection.

Students who are required to re-sit their Maths and English courses will be able to do this alongside their Level 1 or Level 2 courses. Some students with the most significant needs may complete their re-sits in Functional English or Functional Maths instead of GCSE.



Students with an Education, Health and Care Plan (EHCP) also have the opportunity to access a Supported Internship Programme (if appropriate). This will follow the successful completion of Year 12 (Level 1/Level 2 BTEC courses), or Year 13 (Level 3 BTEC/A-Levels).

During a one-year Supported Internship programme, the Academy will provide a TSI Job Coach to accompany students into an appropriate workplace for three days per week, with two days back at the Academy to continue working on their re-sit Maths and English courses or to develop work-specific skills and competencies that they will use once back in their placement. The Academy is currently working closely with the NHS as a Supported Internship placement provider for a range of careers including Health Care Assistants, Grounds/Maintenance Staff, Administration and Recruitment.

Those students with SEND who decide not to continue with their education at the Academy Sixth Form will spend time with Sandwell Connexions who play an active role in discussing alternatives and offering practical help in completing applications and arranging visits to other training providers, colleges or employers.

Section 6 - Social and Emotional Support

The Academy has achieved a whole-school Well-Being Award (Optimus, February 2019) which demonstrates our commitment to staff and student well-being.

“Staff are highly ambitious for students and fervent in their aim to get the best from each one, academically and personally. As a result, students grow tremendously in confidence and are encouraged to see their potential” Ofsted 2013.

“The achievement of all groups of students, including those from a wide range of different heritages and those whose circumstances make them vulnerable, is similarly strong.” Ofsted 2013

Students may have social, emotional and mental health (SEMH) needs identified in primary school and others may have difficulties that emerge during their time at the Academy. Members of staff from key areas of school, (Inclusion, Safeguarding, Behaviour Management Services (BMS) and the pastoral leads) meet weekly to discuss any students who may require additional support and arrange this as appropriate. This may be through individual support or small group programmes with internal or external professionals (Appendix 1). Ongoing monitoring takes place to enable changes to be made where necessary.

All students can access a well-being support centre (The Hub) before school, at break time, lunchtime and after school if they feel they require additional support. There is a well-being library containing a number of age appropriate self-help books and a Hub manager who will direct students to appropriate services when required.

For any students who struggle to conform to classroom expectations, further intervention is possible, including the development of behaviour management plans by the Academy’s Behaviour Management Service (BMS).



Section 7 - Additional Activities and Opportunities

Supervised lunch and break time provision is available in The Hub to support students who are vulnerable if left to their own resources; activities include games and other social opportunities.

Well-being activities are on offer throughout the week in The Hub before and after school. These include yoga, Lego, board games and eco clubs.

Study support opportunities exist in KS3, KS4 and KS5 for all students. These include subject-based support, interventions or homework clubs.

There are also many extra-curricular activities available to all students each week including a range of sports clubs for both boys and girls; a popular theatre school linked to Birmingham Hippodrome but based at the Academy; music lessons; and a debating club. Some activities may be open to a particular year group but others may include students from a range of years.



For students with SEND some small group activities may take place at the end of the school day to develop and reinforce skills, either as a regular commitment or as a single session in response to need.

Students across the Academy, including those with SEND can participate in student council to ensure their views are heard, via tutor group and year group representatives.

Families of children with SEND have the opportunity to attend information evenings on a half-termly basis, which will cover a range of information from Academy staff members and from external providers.

Section 8 - Enrichment Opportunities

A series of focus days and achievement weeks throughout the academic year, allow the normal timetable to be suspended and more lengthy projects focusing on one curriculum area to be undertaken. This also provides scope for students to participate in offsite trips or residential courses, or for visitors to come to the Academy to contribute to specific events, such as Careers Day. Students with SEND participate fully in focus days, with additional support if necessary.

Section 9 - Assessment and Reporting

All students, including those with SEND, are set target levels in all subjects and their progress is monitored half termly, with a summary sheet sent home at each of six points during the academic year. Each student is provided with a detailed annual report with written contributions from all their teachers. Families are invited to an annual Parents' Evening where they can discuss their child's progress with their teachers.

Students with SEND have a key worker who reviews their progress and identifies any concerns that need further action. An SEND information sheet is available for each student on the Learning Gateway, so that teaching staff can ensure the students' needs are being developed during lessons. Any member of staff is able to find detailed information about recommended techniques/provision and to identify effective strategies for supporting SEND students' development and learning.

The Academy has developed a system of assessing competencies in L4L that complements other assessment procedures and provides a wider perspective on student attainment in KS3.

All students have their reading age tested at least once a year. Students in year 9 and 10 whose reading skills fail to match their chronological age are encouraged to join small group reading classes during registration for at least two mornings each week.

For those students with SEND for whom development of basic literacy and numeracy skills is a high priority, assessment of progress takes place on a termly basis using standardised tests.

If teachers or families have concerns that children may be failing to make progress or appear to have a previously unidentified special educational need, the support of external agencies will be sought so that assessment and identification of areas of concern can take place, and strategies for improving performance can be suggested.

Students with an Education Health and Care Plan (EHCP) have more severe or complex needs, recognised by a number of agencies working in coordination. In response to their needs, more highly tailored programmes of study and specific interventions advised by outside professionals are put in place, together with the provision of specialist equipment where appropriate.

Parents are always welcome to contact the SENCo and members of the Inclusion team if they have concerns about their child's progress or would like advice on how to help them with their learning at home.

Section 10 - The Inclusion Department

The Inclusion department supports children with SEND, English as an Additional Language (EAL) and Looked After Children in Education (LAC). If you are unsure who the best person is to contact please direct initial enquiries to Mrs Dobinson, the Inclusion department administrator.

Senior Teacher: Inclusion

Mrs S. Philpotts (SENCo)

Sally.philpotts@collegiateacademy.org.uk

Interventions Manager

Ms D Howe (Year 8 and Year 9 Key Worker)

Deanne.howe@collegiateacademy.org.uk

Hub Manager

Mr A Thornton (SEMH Key Worker)

Aaron.thornton@collegiateacademy.org.uk

Support Staff:

Mrs S Williams (Year 7 Key Worker)

S.Williams@collegiateacademy.org.uk

Mrs S Gill (Year 10 Key Worker)

S.Gill@collegiateacademy.org.uk

Mrs M Bolton (Year 11 Key Worker)

M.Bolton@collegiateacademy.org.uk

Ms L Benovska (Sixth Form, TSI Job Coach)

L.Benovska@collegiateacademy.org.uk

Inclusion Administrator

Mrs S Dobinson

S.Dobinson@collegiateacademy.org.uk

Additional members of the Inclusion department:

International New Arrivals (INA) Centre Manager and EAL Coordinator

Miss D Hayes

D.Hayes@collegiateacademy.org.uk

International New Arrivals (INA) Centre Coordinator

Mr A Lewis

A.Lewis@collegiateacademy.org.uk

Governance

SEND Link Governor

Mr Taher Mulla

Taher.Mulla@collegiateacademy.org.uk

Section 11 - Working with Other Agencies

In order to secure further specialist expertise the Academy will often consult and liaise with:

- Sandwell Inclusion Support Service (Education Psychologist, Advisory Teacher for Learning, Specific Learning Difficulty Team, Advisory Teacher for SEMH and the Complex Communication and Autism Team)
- Sandwell Sensory Support Service (Visual and Hearing impairment)
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy and Physiotherapy
- NHS Hospital Consultants
- Sandwell Speech and Language Therapy Service
- Sandwell School Health Nurses
- External mentoring and counselling services (Krunch, Beam, Kooth, Kaleidoscope, Sports 4 Kids)
- Virtual School LAC support officers
- Social workers
- Sandwell Connexions

A minority of our students with SEND live at Birmingham or Dudley addresses. If they require additional assessment or support, this is coordinated with the relevant local authority services.

Section 12 - Complaints and Useful Documentation

Any complaints with regard to the SEND process or practice at Shireland Collegiate Academy should be directed to the SENCo, Mrs Philpotts, in the first instance then to the Principal, Mr David Irish.

Shireland Collegiate Academy policies are located at www.collegiateacademy.org.uk and click through the following pathway:

Compliments and Complaints Policy

>Menu >Information >Policies >Compliments and Complaints Policy

Accessibility Policy

>Menu >Information >Policies >Accessibility Plan

SEND Policy

>Menu >Information >Policies >SEND Policy

Section 13 - Useful Addresses and Telephone Numbers

Sandwell Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS):

Cape Hill and Bearwood CC Corbett Street, Smethwick, Sandwell
0121 5004010
SENDIASSenquiries@actionforchildren.org.uk

Sandwell Parent Voice:

0121 5004010

Sandwell SEN Services

0121 569 8240
sen_team@sandwell.gov.uk

Sandwell Inclusion Support

0121 569 2777
inclusion_support@sandwell.gov.uk

Please find the link below to the Sandwell Local Offer:

<http://www.sandwell.gov.uk/send>

Appendix 1

Intervention provision at Shireland Collegiate Academy

Wave 1 For all students	Wave 2 For those working just below national expectations	Wave 3 For students with the highest level of need requiring personalised support
Quality First teaching, Accelerated Reader MyMaths Maths Watch Big Write Big Read Flipped Learning Focus Days/Achievement Weeks L4L competency based curriculum Century Learning GCSE Pod KS4 Study Support	Guided Reading Booster Groups Guided Writing Drive Workshops Better Reading Partnerships Ninja Maths TT Rockstars Targeted study support Catch up programmes Differentiated resources	Ruth Miskin Synthetic Phonics Better Reading Partnerships Read Write Inc Fresh Start Read Write Inc Spelling Reading Between The Lines Sound Discovery Precision teaching Lego Based Therapy Emotion Coaching Mentoring Talk-about-Teenagers In-class support Numicon Social Stories Handwriting Programme Hornet Literacy