



BREWOOD AND WHEATON ASTON FEDERATION



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY STATEMENT

We value and cherish every member of our community and celebrate their uniqueness. Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.

*"Let all that you do be done in love."
1 Corinthians 16:14*

Respect, Faith, Resilience

We love and value each member of the St. Mary's family as precious individuals. Our outward-looking curriculum enables everyone to embrace life in all its fullness while celebrating the everyday and the unique. Through our Christian values of belief, respect and friendship we:

*'Shine as a Light in the World'.
Matthew 5:16*

Belief, Respect, Friendship

This document is a statement of the aims, objectives, principles and strategies with provision of Special Educational Needs and Disabilities at Brewood C of E Middle Academy and St Mary's CE First Academy Wheaton Aston, Federation and is written in accordance with the SEND Code of Practice 2014, Equality Act 2010, Children and Families Act 2014 and the Academy's local offer. This policy should be read in conjunction with the SEND Information Report which is available on the Academy websites.

Aims of the SEND policy:

- To make reasonable adjustments for those with a disability of ensuring increased access to the curriculum, the environment and printed information for all.
- To ensure all young people with SEND engage in the activities of the academies alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Inclusion Statement.
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils or whom it is required and that is "additional to and different from" that provided within the adapted curriculum to better respond to the four areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health (SEMH)
 - Sensory and/or Physical
- To request, monitor and respond to families and pupil's views to evidence high levels of confidence and partnership.
- To ensure high levels of staff expertise to meet pupil needs through well targeted continuing professional development.
- To support pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.

- To work in cooperative and productive partnership with the local authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all the vulnerable learners.

What are Special Educational Needs?

A child has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice 2014 states that a learning difficulty or disability is:

- A significantly greater difficulty in learning than most others of the same age.
- A difficulty that prevents him/her from making use of educational facilities of a kind generally provided for others of the same age.
- A physical or mental impairment which has long term and substantial adverse effects on a child's ability to carry out normal day to day activities.

Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream school setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational needs provision. (Code of Practice 2014)

It should be noted that all staff and teachers of children with special educational needs and difficulties are responsible for implementing the school's policy.

In addition, children will not be regarded as having special educational needs solely because they have low attainment; their language is different from the language in which they are taught, if they have a medical condition that does not affect their learning/academic attainment or if they have difficulties with behaviour.

Special educational needs provision is that which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the local authority.

What are the aims of the school's Special Educational Needs Policy?

The aims of the Academies' policy are to give equality of opportunity to a broad and balanced curriculum, including the National Curriculum, improve and sustain self-esteem and enjoyment and praise success but still offer support for the children's difficulties. This is done through consultation with families and pupils in partnership with staff. The school will have regard for the Special Educational Needs Code of Practice 2014 and in doing so will:

- Ensure that families are notified of a decision by the academy that SEND provision is being made for their child.
- Recognise that families hold key information, knowledge and experience that will contribute to the best way of supporting their child thus respecting their input as an equal partner and a valued role in their child's education.
- Recognise that children themselves have a unique perspective about their own needs and how they might benefit from additional help thus encouraging them to participate in the decision making process and contribute to the assessment of their needs during the cycle of assess, plan, do and review.

How do our academies know if our children need extra help?

The academy will always attempt to:

- Follow the SEN Code of Practice 2014, Learning Disability Act 2013 and Equality Act 2010.
- Both academies identify the specific learning needs of children through a framework of screening and assessment tools through liaison or on transfer, which will enable staff to identify needs as early as possible.
- Use any information from a previous setting, agency or families and take this on board so that together with families, staff and the child the information can be used to provide starting points for the further development of the child.
- Use consistent criteria to assess a child's performance and to identify a pupil's strengths as well as areas of development as well as identify any future support both within the class or through withdrawal work.
- Provide and deliver appropriate programmes of study and/or adapted materials including Individual Learning Plans (ILP) for those children with identified special educational needs.
- Employ clear monitoring and recording procedures to enable staff to monitor progress and use agreed proformas to record the needs of the children with SEND.
- Ensure that all staff recognises that there is a variety of needs, provision and support.
- Ensure that all staff are aware of the needs and provision for those pupils with SEND through dissemination of information.
- Address the concerns raised by families, teachers, or the pupil's previous school.
- Establish procedures which enable staff to liaise with parents on a formal and informal basis.
- Track the attainment of pupils whose learning outcomes indicate a lack of progress overtime.
- Take note of pupil observation that indicates they have needs in one of the four areas of need.
- Respond to a pupil who asks for additional help or support.
- Establish a continued process of observation and assessment through SENCo and the SEND review process of Assess, Plan, Do and Review.

What should I do if I think my child may have a special educational need?

- If you have any concerns then firstly discuss these with your child's class teacher, subject teacher or form tutor.
- This may then result in a referral to the academy's SENCo, Mrs Lauren Guy.
- All families will be listened to and their views and aspirations for their child are central to any assessment and provision that might be provided by the school.

How does the academy support my child?

- Both academies have a local offer – See appendix A and B.
- All pupils are provided with high quality teaching that is adapted to meet the diverse needs of all learners.
- Pupils with disabilities will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through academy evaluation systems and procedures.
- Information on the quality of teaching is reported to the LAC (Local Academy Committee).
- All pupils have individual targets set to ensure ambition. These are discussed with families at parent evenings and pupil's progress towards these targets is tracked using a whole academy tracking system.
- Pupils who fail to make the expected levels of progress are identified quickly and discussed at regular meetings to ensure swift action is taken to prevent any further decline in attainment.

- Where it is decided that additional SEND support is required to support increased rates of progress, an individual assessment of a pupil will be undertaken to make an accurate assessment of their needs and families will be invited to a meeting to support the identification process and plan of action to improve outcomes.
- All SEND support will follow on Assess, Plan, Do, Review model.
- A review of the impact of the support and additional strategies used to further support the success of the child will be taken three times per year. Parents will be invited to attend these meetings.
- Parents will be informed if the school considers their child may require SEND support.
- SEND support will be recorded on a plan and will clearly identify the outcome. Progress towards these outcomes will be tracked and reviewed termly.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from outside agencies as to the strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained. A referral may be made to:
 - Special Educational Needs Support – SENIS (ENTRUST)
 - SEND and Inclusion Hub
 - Local Support Team
 - Autism Inclusion Team
 - Hearing Impairment Team
 - Visual Impairment Team
 - Educational Psychology Service
 - Education Welfare Officers
 - Physical and Disability Support Service
 - Social Services
 - School Nurse
 - CAMHS (Child and Adolescent Mental Health Service)
 - Base 25
 - Family support
 - Early Help
 - Action for Children
 - Other service if deemed appropriate for the needs of the pupil
- For pupils who despite relevant and purposeful action taken to meet their needs, fail to make expected levels of progress, the school or parents may consider requesting an Educational Health Care Assessment that will be undertaken by the local authority.
- In some cases a TAF (team around the family) may be initiated with support from the local support team.

Who is responsible for ensuring that provision for my child is made?

At Brewood CE Middle Academy and St Mary's CE First Academy and Nursery, the LAC, the Principal or Head of School, the Special Educational Needs Co-ordinator and all other members of staff have important responsibilities for pupils with Special Educational Needs.

The LAC have a responsibility to work in partnership with the Executive Principal to monitor effectiveness of the academies' SEND Policy and Provision to:-

- Do their best to ensure that the necessary provision is made.
- Ensure that the needs of SEND pupils are made known to those who teach them.

- Ensure that all teachers are aware of the importance of identifying and providing for the needs of SEND pupils.
- Consult the Local Authority, when appropriate and governing bodies of other schools, in the interests of co-ordinated SEND provision in the area as a whole.
- Ensure that, as far as possible, SEND pupils are integrated into academy activities.
- Report annually to parents on the academy policy for pupils with SEND.

The Executive Principal or Head of School have responsibility for the day-to-day management of all aspects of each academy's work, including provision for pupils with SEND. They will keep the LAC fully informed. At the same time, they will work closely with the SENCo.

While the LAC and Executive principal have overall responsibility for the SEND policy, the Special Educational Needs Co-ordinator (SENCo) and Head of School is responsible for the day-to-day operation of the policy by and co-ordination of special needs activities within the academies.

- Liaising with disseminating information to and advising staff, both teaching and non-teaching.
- Co-ordinating each academy's SEND Register and overseeing the records on all pupils with SEND.
- Maintaining each academy's SEND register and overseeing the records on all pupils with SEND.
- Liaising with families of pupils with SEND.
- Organising and contributing to the in-service training of all staff, where appropriate.
- Liaising with external organisations, where appropriate, including educational, medical, social and voluntary bodies.
- Co-ordinating provision for pupils with SEND.
- Contributing to each academy's INSET programme with regard to SEND.
- Managing teaching assistants' performance management and day-to-day operations.
- Where relevant, submitting applications for Educational Health Care Plans (EHCP)
- Report to the named LAC member annually regarding Special Educational Needs developments and provision.
- Liaise with each academy's nominated Looked After Children's Co-ordinator about individual needs.
- Provide additional resources and support for SEND pupils via Microsoft Teams.

The Subject/Class teachers will:-

- Gather information about the child and make an initial assessment of the child's special needs.
- Consult with the child and the child's family.
- Consult with external agencies, where appropriate.
- Consult with the SENCo, and the child on the SEND register.
- Devise strategies and identify appropriate methods of access to the curriculum in order to deliver an individualised programme of education through differentiation within the normal classroom context.
- Monitor and review the child's individual progress.
- Provide the SENCo with relevant documentation/evidence relating to a child's attainment or achievement for the purpose of review of local authority submissions.

The Teaching Assistants will:-

- Support the teaching and learning of individuals and groups of pupils and support class teachers in the delivery of individualised programmes.
- Support children in achieving the targets identified in Individual Learning Plans (ILPs) and Statements of Educational Need or Education Health Care Plans (EHCPs).
- Provide further adapted provisions for groups of pupils.
- Aid the planning and evaluation of individuals and group programmes.
- Keep records and evidence of achievement relating to SENCo targets, Statements of Educational Need and Education Health Care Plans.
- Support teachers in remote lessons via Microsoft Teams.

How will the curriculum be matched to my child's needs?

- Each teacher is aware of your child's previous attainment and their targets for the academic year.
- All children receive quality classroom teaching.
- Adapted work is planned in lessons to match your child's learning needs considering their learning style, academic level and curriculum requirements. The use of adaptive teaching and learning techniques might include:-
 - Individual/paired group work
 - Mixed ability teaching
 - Multi-sensory teaching techniques
 - Dyslexia Friendly Resources
 - Use of technology
 - Adapted tasks
 - Adapted resources
 - Different amounts of support (Peer/teacher/teaching assistant)
 - Individual learning styles
 - Scaffolding to support individual needs
- When a child is identified as having Special Educational Needs, their work may be differentiated further by the class teacher in order to remove barriers to their learning and enable greater access to the curriculum.
- In addition, children may be provided with additional support which could include specialised equipment, resources, use of ICT and/or additional adult help.

How will I know how well my child is doing?

- Attainment is shared with families through each academy's reporting system and Parent's Evenings.
- Families may also find the home school organiser at the Middle Academy a useful tool to communicate with staff and vice versa.
- Families are encouraged to arrange a SEND Review meeting with their child's class or subject teacher, the SENCo or a member of the Senior Leadership Team. Please contact the office who will be able to help you arrange the most suitable meeting.

How will the school help support my child's learning?

- The academies' regular newsletters informs parents and stakeholders about the most recent events and activities on offer by the academy as well as the websites.
- Children are provided with homework to support or extend their learning in and around the subjects they are learning about.
- The class/subject teacher or SENCo may suggest additional ways of supporting your child's learning at home.

- The academy acknowledges the pupil's role as a partner in their own education by listening to their views, involving children in decisions and target setting as well as recording and acting upon their views.
- The academy actively encourages families to share responsibility in order to secure a positive environment in which pupils can develop through shared information and actively seeks to work with families and values the contribution that they make.
- The academy makes use of several online learning tools to support learning, which your child will be given passwords to during their curriculum lessons.
- The academy includes training for all staff on SEND related areas during the year. This includes whole academy training and more specialised training for identified staff.
- The academy also organise family workshops and open days during the year which aim to provide useful opportunities for families to learn more about the curriculum being offered.

Academically More and Most Able Pupils

- The purpose of this policy is to also ensure that we recognise and support the needs of the academically more able pupils according to national guidelines; The Department for Education no longer uses the term 'Gifted & Talented', but does recognise the needs of academically more able pupils. They advise schools/academies to decide how best to cater for these pupils. Provision for our 'more' and 'most' able pupils is an integral part of whole school teaching.
- As academies, we have reviewed the current guidelines and have chosen to adopt the following terms to distinguish the pupils referred to in this policy.
 - Academically 'more' able pupil refers to a pupil who entered the year group or key stage above the national expectations in English or Mathematics.
 - Academically 'most' able pupils refers to a pupil whose ability in English or Mathematics is significantly above that of their peers.

Identification of Academically More & Most Able

- We use a range of strategies to identify pupils and regular discussions occur about pupils, for example at pupil progress meetings. This process begins when the pupil joins our academies.

Procedure for Identifying Most Able Pupils

- If a pupil is identified as more able and their attainment is significantly above that of their peers then the class teacher in the first instance will identify. This information is shared with key stage leader and SENCo and provision is made to meet the needs of the pupil (s).

Provision for Most /More Able Pupils

- The needs of our more and most able pupils are met through our commitment to personalisation. Work is carefully matched to the individual pupil's ability. At Brewood CE Middle and St Mary's CE First Academies we recognise the need for a broad, balanced and challenging curriculum.

What support will there be for my child's overall well-being?

The academies offer a wide variety of pastoral support. This includes:

- LIFE and Personal, Social, Health and Economic (PSHE) Curriculums which aim to provide children with the knowledge, skills and understanding to enhance their emotional and social awareness and well-being.
- Family and Pupil voice are encouraged in school through our school council and pastoral systems, which is monitored and acted upon.

- The academies' well-being initiatives following the completion of the Anti-Bullying Pledge which runs alongside our Pastoral Care programme within the academy.
- A Mental Health Committee, made up of staff and pupils aims to support mental health and well-being of both pupils and staff.

Pupils with Medical Needs

- Pupils with specific medical needs are provided with a Health Care Plan, compiled by the academy in partnership with parents and if appropriate the pupils themselves. The school nurse can support this.
- Staff who administer medicine do so in accordance with the Local Authority policy and DFE guidelines included in: Supporting Children with Medical Conditions (DFE) 2014.

What training do staff supporting children and young people with SEND undertake?

- Staff are all in receipt of Level 1 Child Protection training with some Leadership members having undertaken Level 2 Child Protection training.
- Identified members of staff undertake specific First Aid training and selected staff members undertake basic first aid awareness training every three years.
- All staff have received level 1 Mental Health First Aid training and selected staff a higher level.
- The SENCo attends termly updates provided by the Local Authority.
- All staff are aware, through regular updates, the needs of individual pupils following visits from the EP, Autism Inclusion Team, SENIS and the Behaviour Support team as well as other outside agencies.
- The LAC member with SEND responsibility has also undertaken training relevant to SEND.

How will my child be included in activities outside the classroom including educational visits?

- All children are asked to take part in educational visits and residential visits. Risk assessments are carried out and procedures are put in place to allow all children to take part wherever it is possible.

How accessible is the academy environment?

- The academies' accessibility plans describe the action taken by the academy to increase access to the environment, the curriculum and to printed information and is available on the academies' websites.
- Both academies offer facilities to increase and assist access to the academy for children with physical impairments. At both academies these include ramps and single floor access points. At the Middle Academy, there are additional lifts to different floors and disabled toilet facilities.
- Specialist equipment, i.e. chair is available

How will the academy prepare and support my child when joining or transferring to a new school/academy?

Provision for children with Special Educational Needs remains a whole school responsibility. Class liaison between both schools/academies through the Key Stage Co-ordinators and the SENCo is made and maintained on transfer.

- Both academies will assess each child's current levels of attainment on entry in order to ensure that previous patterns of learning are fully established.
- Any previous information from a previous setting or agency will be taken on board and together with families, staff and the child will use this information to plan and support the learning of the children. Detailed liaison with other feeder first schools prior to transition is always sought where possible to ensure a smooth transition between establishments.
- On entry to the Middle Academy, a planned programme of visits is provided during the summer term for pupils starting in the September including staff liaison, child activities and SENCo liaison with First schools.
- Families are invited to a meeting at the academy and are provided with a range of information to support them in enabling their child to settle into the daily routine, including an opportunity to meet the SENCo. This enables all new families who have known SEND to raise any concerns and discuss solutions to any perceived challenges their child may face.
- When transferring to another school/academy, the previous school's records will be immediately requested and a meeting set up with parents to identify or reduce any concerns where necessary.
- A transition programme for some SEND children is put in place during the summer term of Year 8 which includes additional visits to the High school if deemed appropriate.
- The Annual Review for a pupil with an Education Health Care Plan is held to discuss the process of transition and any additional strategies this may require.
- Families are always encouraged to consider options for the next phase of their child's education and can take advantage of the support offered by <https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>
- For pupils transitioning between schools/academies with known SEND, the SENCo will liaise to discuss the needs of the pupil in order to make a smooth transition. This includes the transition of all previous SEND records and paperwork when a pupils changes schools/academies.

How are the academies' resources allocated to match children's special educational needs?

- The academy receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); the Notional SEND Budget: The Pupil Premium funding for pupil who meet certain criteria.
- This funding is then used to provide the equipment and facilities to support pupils with Special Educational Needs and Disabilities through:
 - Teaching assistant support
 - Bought in support from outside agencies
 - Provision of specialist equipment
 - Continuing professional development for staff relating to SEND
 - Non-teaching time for the Special Educational Needs Co-ordinator
 - Salary of the SENCo
- This resource allocation is reviewed annually.

How will I be involved in discussions about the planning for my child's education?

- This will be through the termly ILP Review with my child's class teacher, and at times with SENCo.
- You will also be invited to half termly coffee mornings with the SENCo.

How does the academy evaluate the success of the SEND policy?

- The policy is reviewed annually by the SENCo and the LAC.
- The SENCo also reviews the SEND provision termly and as part of the academies development processes, identifies priority targets annually for inclusion in the Whole School Development Plan.

Admission arrangements for pupils with SEN or disabilities

Children with an Educational Health Care Plan or Statement of Special Educational Needs which names the academy will be allocated a place in accordance with section 324 of the Education Act 1996. Further information can be found at:

<https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/admissioncriteria/Admission/Arrangements/Staffs-LA-Admission-Arrangements-2017-18.pdf>

Who can I contact for further information or if I have any concerns?

- All complaints will be dealt with promptly and sensitively.
- The initial point of contact will be the child's class teacher.
- Appointments may also be made with the SENCo or Assistant Principal.
- In cases of more serious concern, Executive principal or Head of School will be contacted. A formal complaint concerning special needs may be registered with Special Services, Education Department, Tipping Street, Stafford. ST16 2DL
- SENDIASS
<https://www.staffs-iass.org/home.aspx>

Any complaint will be dealt with promptly and with sensitivity. In cases of more serious concern, the Executive Principal/Head of School will be contacted. A formal complaint concerning special needs may be registered with Special Services, Education Department, Tipping Street, Stafford. ST16 2DL.

Joint Policy formulated March 2016 – to be reviewed annually.

Appendix 1: Brewood CE Middle Academy Local Offer

Appendix 2: St Mary's CE First Academy Local Offer

Reviewed: March 2025

Signed: 

2 MAY 2025

Date:

Chair of Local Academy Committee



Brewood CE Middle Academy – Appendix 1

Local Offer

How does the academy know if children need extra help and what should I do if I think my child has special educational needs?

At Brewood CE Middle Academy children are identified as having Special Educational Needs and Difficulties (SEND) through a variety of ways including:

- Liaison with First school/previous school
- Child performing significantly below age expected levels
- Child significant decrease in progress over time
- Concerns raised by parent/s or carers
- Concerns raised by staff
- Liaison with external agencies
- Health/Medical diagnosis through paediatrician or medical agencies

How will I raise concerns if I need to?

Talk to us – contact your child's form tutor, SENCo (Mrs L Guy), Deputy Principal (Mr W Slater) or Head of School (Mr J Smith). We pride ourselves on building positive relationships with families. We are open and honest with families and hope they can do the same in return.

How will the academy support my child?

Who will oversee, plan and work with my child and how often?

- Our SENCo oversees all support and progress of any Special Educational Needs and Difficulties (SEND) children requiring additional support across school that is linked with a child's Individual Learning Plan (ILP).
- There may be a Teaching Assistant working with your child either individually, as part of a small group or within a whole class setting.
- Each class teacher will oversee and plan the support that each child with SEND receives in their class to ensure that progress is made in every area of the curriculum.
- The exact support and the regularity of the support will be explained to parents during SEND reviews.

Who will explain this to me?

- Your child's form tutor will meet with families three times a year for a SEND review.
- The form tutor will meet with families each term (as part of a parents evening consultation)
- There is an opportunity to talk to each subject teacher during our consultation day which takes place during February.
- Further information from the SENCo is available throughout the year.

How are the LAC involved and what are their responsibilities?

- One of our LAC members, **Mrs L Ryan** is responsible for SEND and meets regularly with the SENCo. She reports to the LAC to keep all informed. This report does not refer to individual children and confidentiality is maintained at all times.
- The LAC agree priorities for spending within the SEND budget with overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- All work within subjects is pitched at an appropriate level by the teacher so that all children are able to access the curriculum according to their specific needs.
- The benefit of this type of adaption is that all children can access a lesson and learn at their level.

How will I know my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways for you to help your child at home.
- We believe that your child's education should be a partnership between families and teachers. Therefore we aim to keep communication channels open and communicate regularly.
- If your child is on the SEND register, they will have an Individual Learning Plan (ILP) which will have individual targets. This will be discussed during an SEND review which takes place three times during the school year. Parents will receive a copy of the ILP.
- If your child has complex needs they may have an Educational Health Care Plan (EHCP) which means that a formal meeting, in addition to the SEND review, will be held annually to discuss your child's progress and a report will be written.

How does the academy know how well my child is doing?

- As a school we measure all children's progress in learning against National expectations and age related expectations, termly.
- Subject teachers continually assess each child within their subject and record areas where they are improving and where further support may be required. As a school, we track children from entry at Year 5 through to Year 8, using a variety of different methods including National Curriculum levels and Reading, Spelling and Mathematics standardized scores.
- Children who are not making expected progress over time are discussed with the SENCo. The SENCo may then carry out observations of children or request further information from subject teachers by completing a record of concern on individual child's progress and providing evidence of the previous support the child has received to date. If additional SEND support is then required, a meeting will then take place to discuss why individual children are experiencing difficulty and what further support can be given to aid their progression. Children are then monitored by the teacher and SENCo and should concern remain after additional class teacher input, a meeting with families may be arranged to begin an SENCo. Families are informed of all concerns regarding their child.
- When a child's ILP is reviewed comments are made against each target to show the progress the child has made. This may also include results from testing carried out. If the child has not met the target, the reasons for this will be discussed, then the target adapted into smaller steps or using a different approach to ensure the child does make progress. New targets may also be set based upon class teacher information, parental request or the results of tests.

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the academy?

- At Brewood CE Middle Academy all staff believe that a child having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children.
- The form tutor has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be parents' first point of contact. If further support is required the class teacher liaises with the Head of Key Stage or SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or Behaviour Support Team.

How does the academy manage the administration of medicines?

- The academy has a policy regarding the administration and managing of medicines on site.
- Families need to contact the form tutor if medication is recommended by Health Professionals to be taken during the day. This may then involve a care plan being produced.
- On a day-to-day basis the staff in the academy office generally oversees the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As an academy we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children.
- If a child has behavioural difficulties this may be referred to Behaviour Support Manager (Mr W Slater) and an Individual Behaviour Plan (IBP) may be written, alongside the child and families, to identify the specific issue, put relevant support in place and set targets. The IBP is reviewed on a regular basis.
- Attendance of every child is monitored on a daily basis by the school administration team and attendance officer. Lateness and absences are recorded and reported upon to the Executive Principal. This may also be referred to an Educational Welfare Officer (EWO) - VIP where families may be struggling with lateness or absences.

How will my child be able to contribute their views?

- There are suggestion boxes in various locations around the school which are regularly checked by the Head of Key Stage and acted upon.
- We have an effective student council where children are able to raise any issues or share their viewpoints.
- Children who have an ILP are welcome to attend SEND reviews where they can discuss and set their targets with the form tutor and teaching assistants present (where possible.)
- If your child has an EHCP their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

- Our SENCo is a fully qualified teacher and has undertaken training and professional development with regard to SEND.
- As an academy we work closely with any external agencies that we feel are relevant to individual children's needs within our academy including: Health Services (GP's, school nurse, clinical psychologist, speech and language therapists, paediatricians, occupational therapists, and Physiotherapists); Local Support Teams (Social Services, social workers, welfare officers, parent support workers); Educational Psychologists and Behaviour Intervention.

How will my child be included in activities outside the classroom including academy visits?

- All children are included in all parts of the curriculum and we aim for all children to be included on academy visits, including residential visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

How accessible is the academy environment?

- The academy site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The academy is split level with lifts to access the different levels.

How will the academy prepare and support my child when joining the academy and transferring to a new school/academy?

- We encourage all families and children to visit the academy prior to starting where they will be shown around the site. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. This also provides opportunity to meet SEND support staff who may work with your child. There is also a virtual tour on the school website.
- Children are invited to join us on our Induction Day which takes place in July. Additional visiting days through sport, maths and ICT may also be arranged with feeder schools.
- We identify SEND children leaving for new schools/high school who may require additional support, input or additional visits and write social stories with children if transition is potentially going to be difficult. Year 8 SEND children may also be identified for a transition programme during the summer term.
- Where children are preparing to leave us for a new school, typically to go to secondary school, we arrange additional visits. At our feeder secondary school, Wolgarston High School, they run a programme specifically tailored to aid transition for the more vulnerable children.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are the academy's resources allocated and matched to children's SEND needs?

- We ensure that all children who have SEND are met to the best of the academy's ability with the funds available.
- We have a team of Teaching Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a Teaching Assistant.
- If required, further funding can be applied for to provide additional support, in addition to what is already being received.

How is the decision made about what type and how much support my child will receive?

- The SENCo, alongside discussions with relevant staff will consider the needs and what support would be most appropriate.
- On entry children will be tested on their reading/spelling age and phonics. This can help to identify any gaps in learning.
- A Provision Map is produced by the SENCo to indicate the variety of support the school needs to offer any one time.
- Different children will require different levels of support in order to bridge the gap to work towards and achieve age expected levels.
- Support will continue through on-going discussions with parents and will be reviewed regularly.

How do we know if it has had an impact?

- By reviewing children's targets on ILPs and ensuring they are being met.
- Subject teacher's regular assessment in lessons against national/age expected levels. The child is making progress academically and the gap is narrowing.
- Teachers are asked to provide evidence of a child's progress for a SEND review.
- Teaching Assistants will also check that children have made progress on their individual programmes and make this available for the review.
- Verbal feedback from the teacher, families and child.
- Children may no longer be required to be listed on the SEND register when they have made sufficient progress or 'caught up' with their peers.

Who can I contact for further information?

- The first point of contact would be your child's form tutor to share your concerns.
- You may also wish to speak to your child's subject teacher.
- You could also arrange to meet SENCo (Mrs L Guy).
- Look at SEND policies on our website.
- SENIASS
<https://www.staffs-iass.org/home.aspx>

Who should I contact if I am considering whether my child should join the school?

- Contact the school to speak to the admissions officer, Mrs S Cornes who will arrange for you to talk with or visit to meet our Executive Principal, Head of School, or Assistant Principal, who would willingly discuss how the school could meet your child's needs.
- You may also wish to discuss your child's specific SEND with the SENCo (Mrs L Guy), please let Mrs Cornes know and she can arrange this.



St Mary's CE First Academy Appendix 2

Local Offer

How does the academy know if the children need extra help and what should I do if I think my child has special educational needs?

At St Mary's CE First Academy children are identified as having Special Educational Needs and Difficulties (SEND) through a variety of ways including:

- Child performing significantly below age expected levels
- Child significant decrease in progress over time
- Concerns raised by family
- Concerns raised by staff
- Liaison with external agencies
- Health/Medical diagnosis through paediatrician or medical agencies

How will I raise concerns if I need to?

- Talk to us – contact your child's class teacher, our SENCo (Mrs L Guy) or a member of our SLT Team Miss L Bown and Miss J Watts. We pride ourselves on building positive relationships with families. We are open and honest with families and hope they are able to do the same in return.

How will school support my child?

- Our SENCo oversees all support and progress of any SEND children requiring additional support across school that is linked with a child's Individual Learning Plan. (ILP)
- There may be a Teaching Assistant working with your child either individually, as part of a small group or within a whole class setting.
- Each class teacher will oversee and plan the support that each child with SEND receives in their class to ensure that progress is made in every area of the curriculum.
- The exact support and the regularity of the support will be explained to families during SEND reviews.

Who will explain this to me?

- Your child's class teacher will meet with families three times a year for a SEND review.
- The class teacher will meet with families each term (as part of a parents evening).
- Further information from the SENCo is available throughout the year.

How are the LAC involved and what are their responsibilities?

- One of our LAC members, Mrs L Ryan is responsible for SEND and meets regularly with the SENCo. She reports to the LAC termly to keep all informed. This report does not refer to individual children and confidentiality is maintained at all times.
- The LAC agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- All work within subjects is pitched at an appropriate level by the class teacher so that all children are able to access the curriculum according to their specific needs.
- A teaching assistant may be assigned to the class for maths and English lessons. This will allow them to target and support specific pupils, either 1:1 or a small group.
- Within all subjects, lessons may have a range of activities planned, set at different levels to accommodate for all abilities.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways for you to help your child at home.
- We believe that your child's education should be a partnership between families and teachers. Therefore we aim to keep communication channels open and communicate regularly.
- If your child is on the SEND register they will have an Individual Learning Plan (ILP) which will have individual targets. This will be discussed during an SEND review which takes place three times during the school year. families receive a copy of the ISP.
- If your child has complex needs they may have an Educational Health Care Plan (EHCP) which means that a formal meeting, in addition to the SEND review, will be held annually to discuss your child's progress and a report will be written.

How does the academy know how well my child is doing?

- As an academy we measure all children's progress in learning against National expectations and age related expectations, termly.
- Class teachers continually assess each child within their subject and record areas where they are improving and where further support may be required. As an academy, we track children from entry in Reception through to Year 4, using a variety of different methods.
- Children who are not making expected progress over time are discussed with the SENCo. The SENCo may then carry out observations of children or request further information from class teachers by completing a record of concern on an individual child's progress and providing evidence of the previous support the child has received to date. If additional SEND support is then required, a meeting will then take place to discuss why individual children experiencing difficulty and what further support can be given to aid their progression. Children are then monitored by the teacher and SENCo and should concern remain after additional class teacher input, a meeting with families may be arranged to begin an ILP. families are informed of all concerns regarding their child.
- When a child's ILP is reviewed comments are made against each target to show the progress the child has made. This may also include results from testing carried out. If the child has not met the target, the reasons for this will be discussed, then the target adapted into smaller steps or using a different approach to ensure the child does not make progress. New targets may also be set based upon class teacher information, parental request or the results of tests.

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the academy?

- At St Mary's CE First Academy all staff believe that a child having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be families' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or Behaviour Support Team.

How does the Academy manage the administration of medicines?

- The academy has a policy regarding the administration and managing of medicines on the site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the day. This may then involve a care plan being produced through the school nurse.
- On a day-to-day basis the staff in the academy office generally oversees the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As an academy we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children.
- Attendance of every child is monitored on a daily basis by the school administration team. Lateness and absences are recorded and reported to the Head of School. This may also be referred to an Educational Welfare Officer (EWO), where families may be struggling with lateness and absences.

How will my child be able to contribute their views?

- We have an effective student council where children are able to raise any issues or share their viewpoints.
- Children who have an ILP are welcome to attend SEND reviews where they can discuss and set their targets with the class teacher and teaching assistants present. (where possible)
- If your child has an EHCP their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the academy?

- Our SENCo is fully qualified teacher and has undertaken training and professional development with regard to SEND.
- As an academy we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Health Services (GP's, school nurse, clinical psychologist, speech and language therapists, paediatricians, occupational therapists, and Physiotherapists); Local Support Teams (Social Services, social workers, welfare officers, parent support workers); Educational Psychologists and Behaviour Intervention.

What training have the staff supporting children with SEND had or are currently having?

- Class teachers and all teaching assistants have received precision teaching training.
- As part of Dyslexia Friendly schools staff are regularly updated in effective strategies to support children with dyslexia.

How will my child be included in activities outside the classroom including academy visits?

- All children are included in all parts of the curriculum and we aim for all children to be included on academy visits, including residential visits. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

How accessible is the academy environment?

- The site is wheelchair accessible.

How will the academy prepare and support my child when joining the academy and transferring to a new school/academy?

- We encourage all parents and children to visit the academy prior to starting where they will be shown around the site. For children with SEND we would encourage further visits to assist with acclimatisation of the new surroundings. This also provides opportunity to meet SEND support staff who may work with your child.
- We identify SEND children leaving for new schools/middle academy who may require additional support, input or additional visits and write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to middle academy, we arrange additional visits.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

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- You may also wish to speak to your child's subject teacher.
- You could also arrange to meet SENCo (Mrs L Guy)
- Look at SEN policies on our website.

Who should I contact if I am considering whether my child should attend the academy?

- Contact the school office to arrange to meet with our SLT team – Miss L Bown or Miss J Watts, who would willingly discuss how the academy could meet your child's needs.
- You may also wish to discuss your child's specific SEND with the SENCo (Mrs L Guy), please let a member of SLT know and she can arrange this.