

# SEND School Report

## RSA Academy

Updated September 2020

**Recommended by:** SLT Lead for SEND - SENCO

**Recommendation Date:** 03 / 11 / 2020

**Ratified by:** Chair of Governors



**Signed:**

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**Position on the Board:** Chair of Governors

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**Ratification Date** 17/12 /2020

**Next Review:** 10/ 2021

**Policy Tier  
(Central/Hub/School):** School



## School SEND Information Report

### General statement

**RSA Academy values all members of our community as individual people with differing needs and abilities. We will work to provide a stimulating learning environment where everyone feels valued and enabled to reach beyond their potential.**

We are a fully inclusive mainstream school which means that every student at RSA Academy is treated with equal worth and has an equal entitlement to the full range of curricular experiences and opportunities.

We are committed to narrowing the attainment gap between SEND and non-SEND students, regardless of their gender, ethnicity, social background, religion, sexual identity and/or physical ability.

This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND, in order that they can realise their full potential.

This may include the development of a child's 'Individual Education Plan' (IEP), before and during school interventions, short-term interventions or other interventions developed on an individual needs basis. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

## **Do students with SEND come to RSA Academy?**

We are a mainstream school and as such attainment on entry to RSA Academy shows a broad spread of ability. We expect our students to reach or exceed the education standards for their age. We aim to support number of our students do have special educational needs which include: Communication and Interaction needs, Cognition and Learning needs; Sensory difficulties and/or Social, Emotional and Mental Health difficulties (SEMH). This includes students with Asperger's Syndrome, Autism, Sensory Impairments, specific learning difficulties such as Dyslexia and Dyspraxia and students with physical disabilities.

## **How will school know if a student has SEND and how are parents, carers and other professionals informed and involved?**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) Have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Some students transferring from primary schools to RSA Academy will have already been identified as having special educational needs. In such cases, RSA Academy will have, as far as possible, gathered information from the primary schools in order to ensure appropriate support is in place for the start of Year 7. It is a requirement from 2018 that a RSA-led SEND transition document is populated by feeder schools to give staff a clear understanding of the needs that students arrive with.

Some Year 7 students, along with other students who are admitted during the school year, may be newly identified as having SEND through the school screening process. Once a student's SEND has been identified the school will contact parents/carers and invite them to come into school to discuss plans to help support their child's progress.

Our teachers will closely monitor the progress made by all students and ask for advice from the SENDCO as soon as they have concerns about any student who is not making progress. The SENDCO will help teachers to plan activities such as small group work to help students. If these activities don't help the student to make better progress, the SENDCO or SLT Lead for SEN might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENDCO or SLT Lead for SEN, tutor or subject teacher will meet with parents/carers and the student together to agree that additional SEND support will be put in place. Applying for an Education & Health Care Plan (EHCP) could be considered alongside

the development of an action plan will then be developed, and shared with all those adults working with the student. The plan will be regularly reviewed by the student themselves, together with all adults involved. This is part of the graduated approach which is shown within the SEND Policy.

**How do you make sure that the SEND support is helping students to make good progress?  
How will I know that my child is making good progress?**

We use data to accurately track student progress. Your child will be set challenging targets. Our challenge is to support your child in attaining these targets. Your child's progress will be continually monitored by his/her teachers, tutors and head of year and the SENDCO. Their progress is reviewed formally at set times during the year and a National Curriculum level or GCSE/BTEC grade is given in each subject.

The school aims to keep parents/carers fully informed about their child's progress and does this in a number of ways such as on-going progress checks, meetings with parents/carers and one full report on progress and achievement. The progress of children with a statement of SEND/EHCP plan is formally reviewed at an Annual Review. We encourage all parents/carers to attend the calendared parent's evenings. The SENDCO and relevant member of support staff will be present at all parent's evenings.

**How do you check and review the progress made by students with SEND?**

- The SENDCO and/or staff providing support will be available to meet with parents/carers, and external agencies (if involved) to set targets and review identified students' progress. In 2020-21, we will hold specific SEND Parent Carer drop in sessions a year where progress can be discussed. We will provide a minimum of three opportunities a year to discuss progress and review strategies that are in place for students.
- IEPs will be reviewed and updated.
- Members of the SEND team and subject teachers, as appropriate, will report to parents/carers on the progress of any child with special educational needs.
- The SENDCO will refer students with special educational needs (within the agreed school guidelines) to the external agencies.
- The school will systematically analyse performance data of students. Where underperformance is identified the SENDCO will provide guidance and strategies to teachers and pastoral staff on how to reduce barriers to learning.

**How do your teachers help students with learning difficulties or disabilities to learn, including what they learn? How can I find out more about what my child is learning at the moment?**

We aim to include all children in all school activities including social and sporting activities. We conduct pre-emptive planning and risk assessments to ensure all children with SEND are able to access their full entitlement. The curriculum is reviewed annually to ensure that it matches the needs of all our students. This will include activities and teaching approaches

which address the needs of all students and identify those most suitable for students with special educational needs.

At Key Stage Three (Year 7 -9) the curriculum is a broad and cross curricular experience designed to follow National Curriculum requirements. All students study the Core Subjects of English, Maths and Science as well as the Foundation Subjects History and Geography, this means most students have one or two teachers for a large block of time in order to build a solid foundation for future learning. This approach is successful in supporting students with special educational needs. Nevertheless, we aim to include all children in all social, sporting activities and visits and that pre-emptive plan and complete risk assessments to ensure that children with SEND are enabled to access their full entitlement.

When students are identified as having significant learning needs, they may be entitled to a place on the SEN register. When students are placed on the register, they firstly receive instruction from the SENCO on how to differentiate lessons and tasks for any student on the register. This is referred to as Wave 1 Intervention. If quality teaching and differentiated deliver is insufficient to meet need, student may need additional support from SEN staff. This is Wave 2 Intervention. Wave 3 intervention, specialist support and guidance may also be accessed is need it significant.

The school has the highest expectations of all students. All teaching is based on building on what each student already knows, can do and can understand. The teacher/s will put in place different ways of teaching so that each student is fully involved in learning in class. This may involve using more practical learning or providing different resources which may have been adapted, including ICT. The teacher will also put in place specific strategies (which may be suggested by the SENDCO or specialists from external support services) to enable students to access the learning tasks. Teachers will adopt different methods so that all students are fully involved in learning and to help them to make improved progress. These may include differentiated activities, resources or support.

### **How have you made the school buildings and site safe and more accessible students with SEND or disabilities?**

The school site is wheelchair accessible with ramps and raised entrance and exits. The school has a lift allowing access to all floors. Key members of staff have been trained to use an EVAC chair, which allows emergency stairway escape in the event of a fire. There is a disabled toilet which is large enough to accommodate changing. A more comprehensive Accessibility Policy is also listed on the RSA Academy Policy section on the website.

### **Is there any extra support available to help students with SEND with their learning? How will I know if my child is getting extra support?**

The SENDCO works to ensure that all students with specific learning needs have intervention programmes, additional support within the classroom and external agency support where needs dictate.

For example:

- Additional sessions for groups of Year 7s to develop literacy, numeracy and comprehension skills.
- An individual student with autism may receive support from a visiting specialist from the CCAT team.

The SENDCO will inform parents/carers when SEND procedures are initiated. The school encourages parental/carer involvement throughout the process, in particular their perception of the difficulties will also be sought. The SENDCO will inform parents/carers as to the placement of their child on the SEND Register and will discuss the level of support that may be implemented. Both Teachers and Teaching Assistants understanding of SEND needs is kept updated through regular training.

Where staff require specific knowledge or expertise, then advice will be sought from the most appropriate external support service including;

Educational Psychology service, Complex Communication and Autism Team, Speech and Language Therapy Service, Behaviour support specialists and CAMHS.

When students live in Walsall, Dudley or Wolverhampton, they will be identified as 'out-of-borough' by the aforementioned local education authorities. Where this is identified, students will be provided with support from the Sandwell services identified above.

### **What social, before and after school and other activities are available for students with SEND?**

- At the start of the school day; KS3 & 4 Anxiety checks are in place to ensure that students have the best possible start to the day.
- Lunch time – Social Space: We have set up a “haven” where students can spend break/lunchtime in a safe and quiet environment.
- Extended learning clubs (KS4) are set up after school to allow students to extend their learning and complete homework and coursework tasks with advice from colleagues within the SEND team.

### **How does your school support students' emotional and social development?**

Around the identification process of a student having social, emotional and mental health difficulties the school employs a holistic approach towards looking after our students. This may include:

- TALKABOUT; an intervention designed to help students with difficult social situations.
- Counselling with an external qualified counsellor employed by the school.
- Counselling with our internal training counsellor
- Mentoring with the school's trained mentors.
- PHSE curriculum
- CAMHS

Additionally, students with specific social, mental health or emotional health difficulties we work with the most relevant agency where needs dictate.

### **What are the full range of interventions that are offered?**

Interventions include;

- TALKABOUT; an intervention designed to help students with difficult social situations.
- ASD; An intervention designed to assist students with social difficulties.
- KS3 Literacy and comprehension interventions.
- KS4 Literacy and comprehension interventions.
- Numeracy interventions across KS3 and KS4.
- Specific Y11 interventions in English, Maths and Science
- Reading interventions including Accelerated Reader, Fresh Start (KS3) and Lexia (KS4).
- Anger management & Attachment and Loss
- Precision Support; individualised tailored support for students.
- For students receiving specialist support, targeted interventions are run during tutor time.

Please be aware that the following interventions will be subject to capacity and will change they are judged to not be having the appropriate impact.

### **Who should I contact if I want to find out more about how the school supports students with SEND?**

The SLT Lead for SEN is Mr Stuart Williams.

### **How are the teachers and learning support staff helped to work with students with SEND and what training do they have?**

Teachers and support staff are regularly informed about student's needs and strategies that can be used to help support them academically and emotionally. Students will also receive an IEP to help teachers best understand how to support the students they work with. They will receive whole school training on SEND issues and/or specialised training to support identified groups of learners such as those students with ASD, Dyslexia and this is part of the Academy's CPD programme for staff.

### **What happens if my child needs specialist equipment or other facilities?**

The school will support students with physical difficulties through its Lift and Ramps facilities however we have limited specialist facilities. The school will also, as and where necessary/reasonable, support students with physical difficulties and provide specialist aids

and equipment in accordance with assessed needs of an individual. This could include auxiliary aids, e.g. adapted texts, or services, e.g. personal assistance. The Local Authority provides specialist equipment such as wheelchair/standing frames etc. when prescribed by a relevant health specialist.

### **How will I be involved with planning for and supporting my child's learning?**

We offer an open-door policy, where you are welcome at any time to make an appointment to meet key members of staff supporting your child, e.g. subject teacher, form tutor, Learning support case worker, head of year or SENDCO. We are happy to discuss how your child is getting on at school and offer advice and practical ways you can support your child at home.

If your child is on the SEND register they will have an IEP which will have individual targets for the pupil as well as strategies to be employed by the teacher. This is discussed on a regular basis and parents are offered a copy of the passport through the SEND Parent Carer drop in or alternatively they can be sent home in the post. The targets set are SMART (Specific, Measurable, Achievable, Realistic and time-scaled) with the expectation that your child will achieve the targets by the time the plan is reviewed. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. We encourage all parents to attend the calendared parent's evenings. The SENCO or designated other and relevant member of support staff will be present at all parent's evenings and there are also three specific SEND Parent Carer drop in's a year.

### **How is my child involved in his/her own learning and decisions made about his /her education?**

At RSA Academy, we value and celebrate each young person being able to express their views on all aspects of school life. Students who are on the SEND register and therefore have a Pupil Passport, discuss and set their targets with the member of staff that knows them best and is usually their keyworker and a member of the SEND Department. If your child has a Statement of SEND, their views will be sought before every review meeting through the completion of 'an about me' form.

### **How will I raise concerns if I need to?**

We very much encourage you to talk to us. Your first step should be to contact your child's subject teacher, form tutor or Pastoral Support Manager. Where staff believe it necessary, they will refer specific issues to the relevant Head of Year and/or SENDCO. Where you believe an issue has not been resolved to your satisfaction please refer to the school's complaints policy. We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and hope that they are the same with us.

### **How can my family get support from these services?**

As a school we work closely with any external support service that we feel are relevant to an individual young person's needs. These may include:

- Educational Psychologists
- Autism support specialists
- Health: GPs, School Nurse, CAMHS, Paediatricians, Speech and Language Therapists, Occupational Therapists, sensory Support Specialists.
- Social Services
- Careers CSWP
- Counselling Teams

Parents/Carers will always be kept informed of any external service that the school wishes to support your child. Parents and carers will either be invited to review meetings or be SEND updates on the provision. The school will facilitate external services working directly with parents/families should support be needed.

### **How will you help my child make a successful move into the next year group or other move or transition?**

For those Year 6 students who may find transfer to secondary school difficult, we offer the following support:

- After school sessions at RSA Academy are available to those students identified by their primary school.
- Visits to primary school by RSA's Primary Liaison Team
- Completion of an SEND Transition Form by feeder schools
- Additional transition days.
- Summer school.

The school will also prepare young people for adulthood and transition into higher education, employment, independent living and participation in society by offering appropriate information, advice and guidance.

### **Where can I find out further information about the Local Authority's Offer?**

For further information on special educational, health and social care provision for children and young people with SEND or disabilities, use the following link:

[http://www.sandwell.gov.uk/info/200295/schools\\_and\\_learning/3697/what\\_is\\_the\\_local\\_offer](http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer)

<http://www.mywalsall.org/fis/walsall-send-local-offer/>

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>