

SEND Information Report 2016-17 for Corngreaves Academy

in accordance with section 65(3) of the
Children and Families Act 2014

1. What kind of special educational needs provision is accessible for children at Corngreaves Academy?

Corngreaves Academy is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. (See Whole School Provision Map for individual interventions in the Local Offer)

2. How do we identify children who may have a SEND need?

Children entering our Pre-School/Reception are screened using the WELLCOMM language assessment and have a Baseline assessment. Right from the start, this allows us to see if a child is not working at a level typical for their age.

Pupil Achievement Meetings are held every term from which we track and identify children who are not making expected progress. Interventions are then implemented and monitored to ensure that the child makes accelerated progress. If during the Achievement Meeting, or during discussions outside of this time, it is felt that a child has a SEND, assessments are completed to identify if the child should be placed on the SEND register. These include the SEND Continuum and Salford Reading and Comprehension Test.

Parents are consulted as soon as a concern is raised.

3. What provision is made for children with SEND; with and without an EHC Plan, in respect of: a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly Pupil Achievement Meetings. Our provision maps track progress over time and allow us to identify effective interventions. Interventions are monitored by both the SENCO and SENCO Assistant for delivery and effectiveness on a termly basis.

b) What are the school's arrangements for assessing and reviewing progress of children with SEND?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly Pupil Achievement Meetings and in termly intervention progress meetings. Our provision maps track progress over time and allow us to identify

effective interventions and our termly Pupil Achievement Meetings review the impact interventions are having in the classroom on children's progress. We use a range of assessment tools at Corngreaves Academy and they include:

- SEND Continuum;
- Salford Reading & Comprehension;
- Sandwell Early Numeracy Test;
- Wellcomm;
- Phonic Screening;
- Sound Discovery and RML Phonics Assessments;
- Schonell Spelling;
- Strengths & Developments Questionnaires;
- Boxhall Profile;
- PASS;
- Anxiety Toolkit;
- The Orchard Curriculum Tracker

c) What is the school's approach to teaching children with SEND?

We are a fully inclusive school which ensures that all pupils achieve their full potential. This may be through differentiation, small group work or through 1 to 1 teaching. Corngreaves has very high expectations of all children including those with SEND. It is our ultimate goal to support children with SEND to become independent learners and equip them with the skills so they are prepared for their next stage of education.

All classrooms are fully inclusive and cater for individual resources and workstations to ensure children with SEND can access high quality, Wave 1 teaching.

d) How does the school adapt the curriculum and learning environment for children with SEND?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children through Wave 1 teaching and Wave 2 and 3 interventions. Through the use of the SEND continuum, learning is holistic for the child and progress is made during tightly focused interventions and then transferred back into the classroom. The school operates a SEND friendly environment through the use of workstations, visuals and other resources to ensure children with SEND are fully included and equipped to make progress.

e) What additional support is available for children with SEND?

The school provides various interventions/support that meet the individual needs of the children (See Whole School Provision Map for individual interventions in the Local Offer).

Children who may require higher levels of support have access to appropriately trained support staff.

f) What support is available for ensuring the emotional and social development of pupils with SEND?

SMSC (Spiritual, Moral, Social and Cultural) is well embedded within the school. As part of this, the children access yoga and wellbeing sessions where they take part in Social, Emotional and Mental Health seminars. In addition we have a planned weekly SEMH assembly which links to a weekly class council. The children can access the Worry Eater where their concerns are followed up by the school's Wellbeing Leader. This qualified teacher is also trained in Nurture, Anxiety and Counseling. She is currently obtaining Sandwell's SEMH Charter Mark which is due to be achieved in June 2017.

4. Who is the named SEND contact?

Miss S Green
Corgreaves Academy
Plant Street
Cradley Heath
West Midlands
B64 6EZ

Tel: 01384 569333
E-mail: sarah.green@corgreavesprimary.org.uk

5. What specific expertise is available to children with SEND?

All staff delivering interventions are appropriately trained. We are also supported by an outside team of experts from Inclusion Support – Sandwell's SEND Support Service. They are:

Jennifer Scott – Educational and Child Physiologist (EP)
Bronwen Andrew – Special Educational Needs Advisory Teacher – Learning (SENAT-L)
Michelle Hill - Special Educational Needs Advisory Teacher – Behaviour (SENAT-B)

We can also access through Inclusion Support, support from their very specialist services as and when we need them, which are:

- SEN Advisory Teachers for Specific Learning Difficulties;
- Preventing Primary Exclusions Team;
- SEN Advisory Team for Complex Communication Disorders;
- Sensory Support Service (Hearing & Visual Impairment);
- Early Years Inclusion Support ;
- For Speech and Language, Occupational Therapy, Physiotherapy and CAMHS, we are supported by a team of experts, who are deployed to work with our school staff, once parents have made a referral to the service.

6. What specialist equipment and facilities are there for children with SEND?

A purpose built provision called The Base is available for small group teaching, 1:1 removal and as a break out space when required. This building contains the school's SEND resources and also a sensory tent.

7. What arrangements are there for consulting and involving parents of children with SEND?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, provision map discussions, progress reviews and yearly written reports. Parents are invited to write targets and discuss provision at the start of the term with their child and class teacher. They are also invited to review these targets at the end of the term. The school also operates an open-door policy at all times with a non-class based SENCO available for discussions.

8. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. SEND children are part of the target setting and reviewing process with their parent(s) and class teacher. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to their Class Teacher and then the SENCO. If they are still not satisfied, they can speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher, the parent would be directed to the school's complaints procedure.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child, the school will work with and seek advice from an educational psychologist, advisory teacher for behavior and learning, speech and language therapist or health colleague to support the child's academic and social progress. The Head Teacher and the SENCO have an annual Service Agreement Plan (SAP) meeting at the start of the year and an interim review meeting at the half year point to discuss the involvement of any outside agencies.

11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32?

Inclusion Support 0121 569 2777

Speech & Language 0121 6122010

Occupational Therapy 0121 6122010

Physiotherapy 0121 6122010

CAMHS 0121 6126620

Special Educational Needs Service 0121 5698366/0121 5698493

Sandwell SEND Information and Advice Support Service (Previously Parent Partnership Service) 0121 555 1821

12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- Consultation with parents or carers in how we can best meet the emotional needs of the child;
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child;
- Opportunities for the child and parent to have supported visits to the new situation;
- The school's SENCO always passes on SEND information to new schools and in the case of the Year 7 transition, formal meetings are arranged between the SENCO, the Year 6 teacher and the new school. The school is trained on Sandwell's Transition Plus Pathway.

13. Where is the Local Authorities Local Offer published?

http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer

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