

Grace Academy Solihull

Special Educational Needs (SEN) Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://solihull.graceacademy.org.uk/policies-privacy-notice/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the [Glossary](#) at the end of the report.

1. What types of SEN does the academy provide for?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

ROLE	Name	Email contact information	Qualifications
SENCO	Katie Seazell	katiesezell@graceacademy.org.uk	LLB, LLM, PGCE in Secondary Education, SKE+ MFL, QTS, Level 3 Safeguard Training
Inclusion Coordinator	Lisa Elwell	lisaelwell@graceacademy.org.uk	BA: Open Arts Degree, Advanced Diploma in Equality & Diversity, Level 3 ASD – Autism Education, Higher Level Teaching Assistant (HLTA), First Aid Mental Health Practitioner, Mindfulness in Schools Training.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Katie Seazell.

She has 13 years teaching experience, 7 at this school. She is a qualified teacher. She is working towards achieving the National Professional Qualification for SENCOs.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 4 TAs, who are trained to deliver SEN provision and a range of interventions.

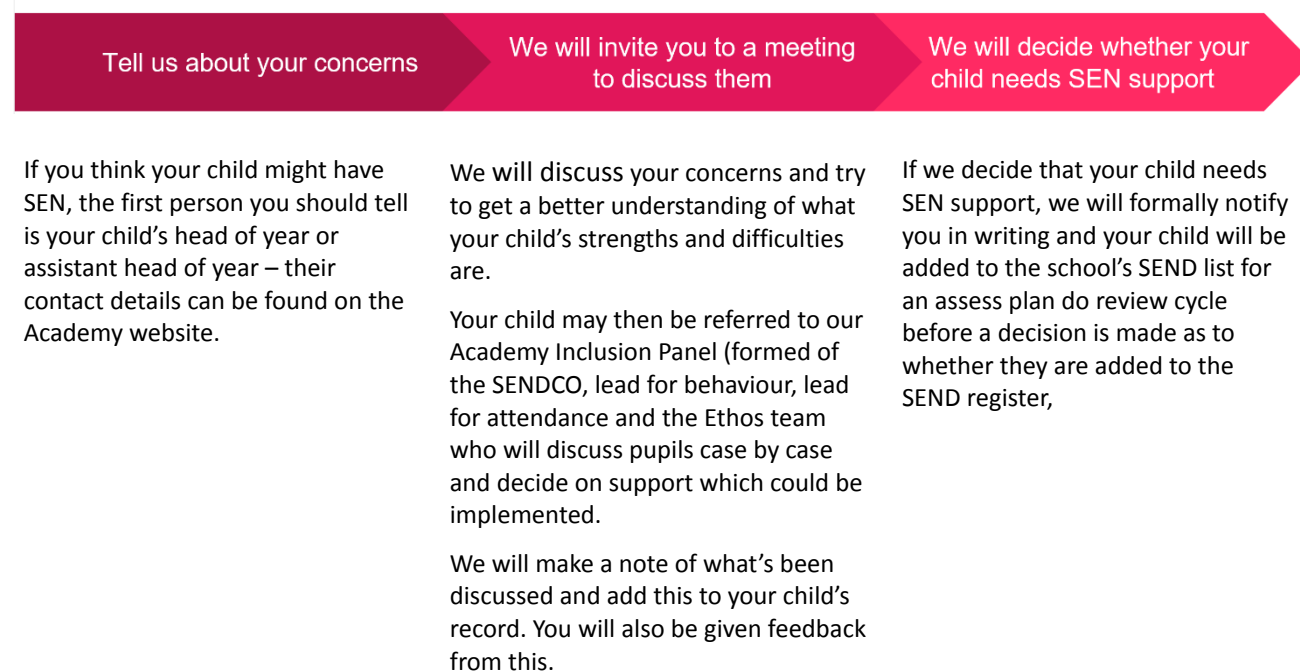
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- CAHMS Children's, Adolescent Mental Health Service.
- Sensory Support Service
- Access to ICT
- Specialist Inclusion Support Service
- Occupational Therapy
- Educational Psychology Service
- Learning Support Service
- Equalise (SEMH)

Referral to an external agency will be only undertaken following parental permission/agreement.

3. What should I do if I think my child has SEN?



4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will refer the child to their Head of Department who can implement subject specific strategies. If this still does not work, your child would be referred for discussion at the Academy Inclusion Panel where any relevant provisions will be decided upon. This will be then feedback to you.

The SENCO or your child's key worker will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO or your child's key worker will ask for your opinion and speak to your child to get their input as well.

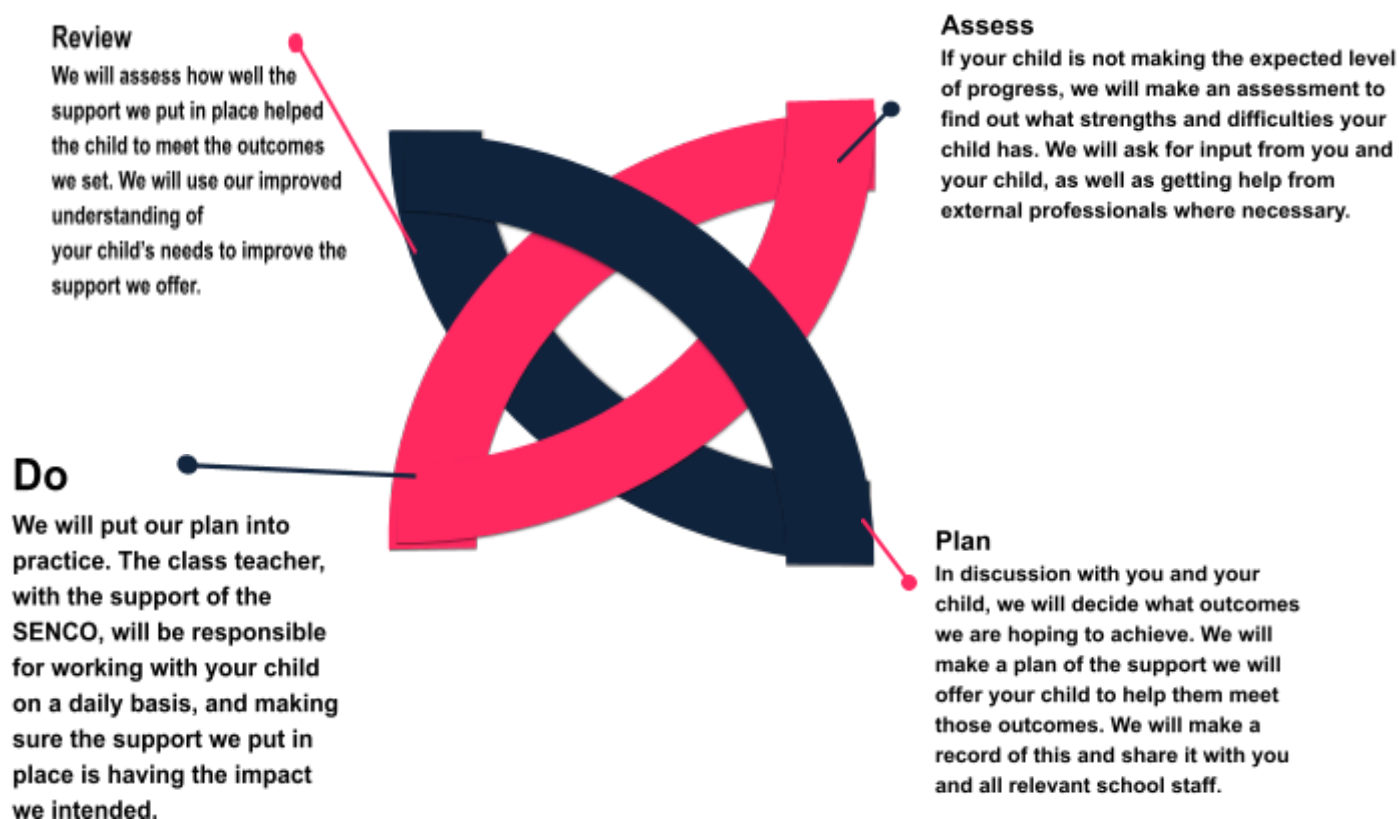
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress over time and adapt our support based on what works best for them.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

You will be able to meet either in person or virtually three times a year with a member of your child's support team to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be able to have a copy.

If you have concerns that arise between these meetings, please contact your child's Head of Year or Assistant Head of year – their details are on the Academy Website.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a form with their views on.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the academy adapt its teaching for my child?

Teachers are responsible for meeting the needs of all students in their classroom. The Academy promotes high quality teaching that is managed by the classroom teacher and includes clear differentiation for individual students who require such support with their learning.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations could include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, where necessary, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- The use of Teaching Assistants, where appropriate to support both in class and for intervention.

These interventions are part of our contribution to Solihull Local Authority's local offer.

9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each cycle.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the academy make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to take part in trips and in-house events such as sports day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will endeavour make whatever reasonable adjustments are needed to make sure they can be included.

11. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

Students with special educational needs should have equal opportunity to attend Grace Academy Solihull and be allocated places in line with the Academy's Admissions Policy.

Where a Local Authority proposes to name the Academy in an Education Health Care Plan, the Academy shall consent to being named, except where admitting the student would be incompatible with the provision of efficient education for other students and where no reasonable steps may be made to secure compatibility.

In deciding whether a student's inclusion would be incompatible with the efficient education of other students, the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained Academies.

In the event of any disagreement between the Academy and the Local Education Authority over the proposed naming of the Academy in a statement, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall be final.

Parents/carers and students are encouraged to be involved in consultation at all stages and to pass on any relevant information to the SENCO. Information from Year 6 on special educational needs records are passed to the SENCO, who liaises with the Assistant Principal in charge of Transition and will attend meetings with the primary SENCO to ensure continuity of support.

SEND Students will be screened by Grace Academy Solihull to establish a baseline assessment and students will be provided with Wave 2/3 levels of support in line with the academy processes/procedures

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At the Academy the SENCO and Head of Year take steps to ensure that transition is clearly mapped. If your child is moving to another school, to our academy from primary or to a new key stage. We will contact the Academy SENCOs in previous settings and ensure continuity of support or further assessments if needed. When moving years, Academy information will be shared with all new teachers. If there is a need for a personalised plan for moving to another year, this will be put in place by the staff above. The SENCO meets with the Head of Year to ensure they are clear on SEND support through SEND Reviews. In Year 11 students will meet with a careers worker to create a plan for their further education.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Stephanie Mackiewicz is the designated teacher for looked after children. She will work with Katie Seazell, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our academy should be made to the SENCO in the first instance. They will be handled in line with the school's [complaints policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our academy has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Solihull or Birmingham local offers. Solihull and Birmingham publish information about the local offer on their websites.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://family-action.org.uk/services/solihull-sendias/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages