



SEND Report 2024

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Implementation			
Review			
Next Review			

This report details the provisions in place for students with Special Educational needs and/or Disabilities at Sandwell Community School. It should be read in conjunction with the school's SEND Policy

1. Aims of our provision in regards to students with special educational needs and/or disability

We aim to challenge all students, including those with special educational needs, to achieve more than they first think possible. Therefore, we ensure all students have their needs met and that they receive their entitlement to a broad, balanced and relevant curriculum that prepares them for life in modern Britain.

We aim to:

- raise the aspirations of and expectations for all students with special educational needs/disabilities;
- enable students with special educational needs/disabilities to achieve their full potential;
- close the gap in attainment and progress between those students with special educational needs/disabilities and those students without special educational needs/disabilities;
- support all students with special educational needs/disabilities so that they can become confident individuals and make successful transitions to new school placements or into adulthood, further education or training and employment.

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- 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 vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Need

- ❖ A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

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 setting in England

Disability

- ❖ Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEND) for which provision is made at the school

Children and young people with SEND have different needs. If a student is placed at our provision we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of students at this school.

4) How does our school know if children need extra help?

We know when a student needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the student’s previous school or the student themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they have additional needs

5) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child’s learning or inclusion then please initially discuss these with your child’s teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCO whose name is Mrs Sarah Clarkson and whose contact details are: sclarkson@sandwellcs.org.uk Tel : 0121 533 5802
- Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:
 1. classroom observation by the senior leadership team, the SENCO, external verifiers,
 2. ongoing assessment of progress made by students with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to student need,
 4. teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEND,
 5. student and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All students have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents’ Evenings.
- Students’ attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in termly progress

meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.
- Where it is decided during this early discussion that further special educational provision is required to support increased rates, parents will be informed that the school considers their child may require further SEND support and their partnership sought in order to improve attainments.
- Action relating to SEND support will follow an assess, plan, do and review model (graduated approach):



If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. The school accesses a range of specialist services to support student's needs. Such services include, but are not exclusive to;

- Educational Psychology
- Speech and Language therapy
- Inclusion Support
- Visual impaired/Hearing impaired teachers
- Complex Communication and Autism Team
- Connexions
- Therapeutic services
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This will only be undertaken after parent permission has been obtained.

N.B. For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will students be involved in decisions regarding provision that can better meet their needs?

This school uses student centred profiles. These are completed in conjunction with the students themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. This information will be reviewed regularly and the student's views gained on the effectiveness of the action taken so far to meet their needs

8) How will the curriculum be matched to each child's needs?

- Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom.
- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.
- In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be shared with parents.

9) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents through the school reporting system, tutor telephone calls home and Parents' Evenings.

- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 533 5802

10) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at sandwellcs.org.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

11) What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for students. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the Governors.
- Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups.
- Students who may be finding particular times difficult may be provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

13) Students with medical needs (Statutory duty under the Children and Families Act)

Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and, if appropriate, the student themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the Local Authority Policy (Sandwell Policy for Managing Medical Needs in School) and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2015 ([DfE Guidance on Supporting Pupils at School with Medical Conditions](#))

14) How will the school increase accessibility for students with SEND?

The school will seek to support any student who has difficulty accessing the school sites. This may include taking advice from appropriate professionals like occupational therapists, physiotherapists or the sensory support teams or It may be providing students with specialist equipment as required

15) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above.

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

All staff participate in regular, calendared training and development sessions to enable them to support children with special educational needs.

External training providers are used regularly to train staff in specialist areas such as Autism, Positive Behaviour Support and Communication.

17) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

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

A number of strategies are in place to enable effective students' transition. These include:

On entry:

- A planned induction programme is delivered to support all students starting Sandwell Community School.
- The previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with parents of new students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

Transition to the next school, preparation for adulthood and independent living

- There is a transition programme in place for students which provides a number of opportunities for students and parents to meet staff at a new school
- Accompanied visits to other providers may be arranged as appropriate.
- The records of students who leave the school mid-phase will be transferred to the receiving school in a timely manner

After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff [DfE Careers guidance](#) This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. [National Careers Service](#) or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of

post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job [Sandwell Local Offer](#) .

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on Post 16

Useful links

Advice and guidance from other agencies can be accessed from:

- Sandwell SEND Information, Advice and Support Service (SENDIASS) - 0121 500 289 2566 Information also available on Sandwell's Local Offer (see above)
- Independent Travel Training - <https://www.sandwell.gov.uk/roads-travel-parking/independent-travel-training-unit-ittu/4>
- Autism West Midlands - www.autismwestmidlands.org.uk

In addition, Sandwell has published their local offer which can be accessed at <http://www.sandwell.gov.uk/send> .



Ratification

Executive Head Teacher:

Signed.....

Date.....

Chair of Governors:

Signed.....

Date.....