



A C A D E M Y
L A N G L E Y

SEND Information Report

Policy Owner	Katie Rogers (SENCO)
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Next Review Date	September 2024

Q3 Academy Langley SEND Information report

Updated 08/09/23

What is the local offer?

Local authorities **must** publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have Special Educational Needs or are Disabled (SEND), including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision that they believe will actually be available.

The Sandwell [local offer](#) has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

(Source SEND Code of Practice 2014)

What is our 'Information Report'?

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what services young people and their families can expect from the Academy, and therefore more choice over what support is right for an individual student.

The kinds of Special Educational Needs (SEN) for which provision is made at Q3 Academy Langley

Children and young people with SEND have different needs, but the general presumption is that all children with SEND, but without an Education, Health and Care Plan (EHCP), are welcome to apply for a place at our Academy, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEND of students at Q3 Academy Langley.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our Academy in a child's EHCP, the local authority will send our Governing Body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Information about how the Academy identifies students not making progress and assesses students with SEND

Concerns may be raised by parents/carers, external agencies, teachers, the student's previous school or the student themselves, regarding concerns relating to their levels of progress or inclusion in the curriculum.

Evidence can be gathered through screening, such as that completed on entry or as a result of a concern being raised. This indicates gap in the student's knowledge and/or skills.

Academy tracking of attainment outcomes indicates lack of expected rate of student progress.

Observations of the student indicates that they have additional needs.

Information about how the Academy makes provision for students with SEND whether or not the student has an EHCP

All students will be provided with high-quality teaching that is scaffolded to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes which include:

- Classroom observation by the Senior Leadership Team, the SENCo and external verifiers.
- Ongoing assessment of progress made by students with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to student need.
- Learning Consultant meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND.
- Student and parent/carer feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records.
- Students with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All students have individual curriculum targets set in line with their outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as

Parent Consultation Evenings. Progress against targets is discussed on a regular basis and targets are reviewed with parents/ carers and students on a termly basis.

- Student attainment is tracked using the whole-school tracking system and those failing to make expected levels of progress are identified quickly. These students are then discussed in termly progress meetings that are undertaken between the Learning Consultant and the SENCo or a member of the Senior Leadership Team if appropriate.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the scaffolded teaching being provided to the child, and if required, provision to the Learning Consultant of additional strategies to further support the success of the student.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents/carers will be informed that the Academy considers their child may require a referral for SEND assessment.

How we solve disputes and problems

SEND Mediation and dispute resolution Sandwell

At times, you may disagree with advice or guidance given to you by your local authority. The Sandwell SEND Information, Advice and Support Service (SENDIASS) provides neutral advice and support to help parents and carers involved in discussions about their child's SEN. Their service include, but are not limited to, providing clear, accurate and impartial advice about special educational needs and disability (SEND) and can help to resolve disagreements (including referrals for independent SEND mediation, where appropriate).

The contact details for Sandwell's service are:

Sandwell IASS

61 Bacchus Road

Birmingham, B18 4QY

t.0121 828 1172

w. <https://www.sandwellsendiass.co.uk/>

How will I be informed if there is a concern about student progress?

If a student is identified as not making progress the Academy will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have;
- Plan any additional support a student may receive;
- Discuss with you any referrals to outside professionals to support a student's learning.

Arrangements for consulting parents/carers about their child's special educational needs

- If you have concerns about your child's progress, you should speak to your child's pastoral team initially.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or the Head Teacher.
- Additionally for SEND students termly meetings are held to review progress and develop next steps plans.

If you are still unsatisfied you can speak to the Academy's SEND Governor.

Who at the Academy has responsibility for SEND students?

SENCo: Katie Rogers

Assistant Vice Principal: Rashel Rahman

Responsible for:

- Coordinating all the support for students with special educational needs or disabilities (SEND) and developing the Academy's SEND policy to make sure all students get a consistent, high-quality response to meeting their needs in the Academy.
- Ensuring that parents are:
 - Involved in supporting a student's learning;
 - Kept informed about the support a student is getting;
 - Involved in reviewing how they are doing.
- Liaising with all other people who may be coming into the Academy to help support a student's learning e.g. speech and language therapy, educational psychology etc.
- Updating the Academy's SEND register (a system for ensuring all the SEND needs of students in this Academy are known), and making sure that there are excellent records of a student's progress and needs.
- Providing specialist support for Learning Consultants and support staff in the Academy so they can help students with SEND in the Academy achieve the best progress possible.

Curriculum Directors:

Responsible for:

- Checking on the progress of a student and identifying, planning and delivering any additional help a student may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Supporting Learning Consultants with the 'Assessment, Plan, Do, Review' cycle and sharing information to support student progress outcomes.
- Ensuring that all staff working with a student in the Academy are helped to deliver the planned work/programme for that student, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Curriculum Directors and Learning Consultants are responsible for ensuring that the Academy's SEND programme is followed and monitoring the classrooms for all the students they teach with any SEND.

Head Teacher (Peter Lee)

Responsible for:

- The day-to-day management of all aspects of the Academy, which includes the support for students with SEND.
- Delegating responsibility to the Assistant Vice Principal/SENCo and class Learning Consultants for ensuring that student's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the Academy relating to SEND.

SEND Governor (Stephen Knight)

Responsible for:

- Making sure that the necessary support is made for any student who attends the Academy who has SEND.

Our approach to working with SEND students

Effective teacher input via excellent targeted classroom teaching, also known as *precision teaching*.

For your child this would mean:

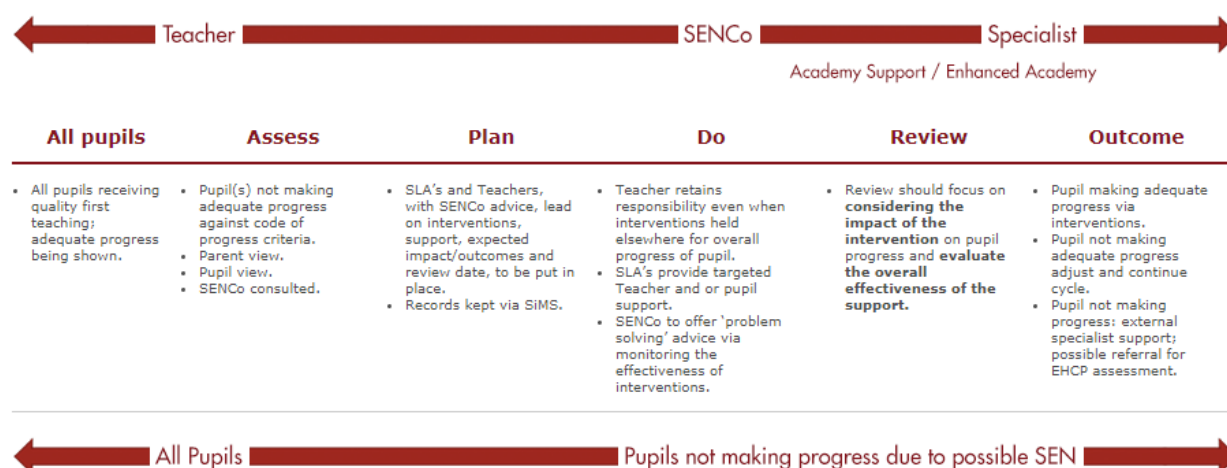
- That the Learning Consultant has the highest possible expectations for all students in their class.
- That all teaching is based on building on what a student already knows they can do and can understand.
- Different ways of teaching are in place so that a student is fully involved in learning in class. This may involve things like using visual aids.

- Specific strategies (which may be suggested by the SENCo and Inclusion Support) are in place to support student learning.
- The Learning Consultant will have carefully checked on a student's progress and will have decided that the student has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

The Teacher Standards (2012) re-assert that all teachers are responsible for the progress and attainment of the students in their class, even where students access additional adult support. This means that providing an appropriate curriculum, testing knowledge and measuring progress needs to be appropriate to the starting point of the learner.

The Graduated Response

This process enables professionals working with students with a SEND to develop strategies and practices that will enable students to make continued progress and achieve positive outcomes in their learning. The process is known as the Assess, Plan, Do and Review (APDR) cycle, shown below.



The Single Category

The new SEND code of practice has introduced the 'single category' to identify where students are in their learning progress, recognising the different needs they may have rather than putting them into categories of support. A student on the single category will typically be part of specialist support run by outside agencies e.g. speech and language therapy, or occupational therapy groups and/or individual support for your child.

Academy Support

This means the student has been identified by a Learning Consultant as needing some extra specialist support in the Academy from a professional outside the Academy. This may be from:

- Sandwell Inclusion Support Services, such as SPLD or SEMH specialist teachers.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For a student this would mean:

- They have been identified by a Learning Consultant, with advice from the Curriculum Director/SENCo (or you will have raised your concerns) as needing more specialist input instead of, or in addition to, quality-first teaching and intervention groups.
- Parents/carers will be asked to attend a meeting, in person or on the phone, to discuss student progress and help plan possible ways forward.
- Parents/carers may be asked to give permission for the Academy to refer a student to a specialist professional e.g. a speech and language therapist or educational psychologist. This will help the Academy and you understand a student's particular needs better and be able to support them better in the Academy.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way a student is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by Academy staff under the guidance of the outside professional e.g. a social skills group.
 - A group or individual work with an outside professional or trained Learning Support Assistant.
- The Academy may suggest that a student needs some agreed individual support. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for students with specific barriers to learning that cannot be overcome through precision teaching and intervention groups.

Specified individual support – Education Health and Care Plan

This will usually be provided for via an Education, Health and Care Plan (EHCP), formerly a statement of special educational needs. This means a student will have been identified by a Learning Consultant with advice from the SENCo, as needing a particularly high level of support. Usually a student will also need specialist support in the Academy from a professional outside the Academy. This may be from:

- Sandwell Inclusion Support Services, such as specialist teachers for SPLD and SEMH.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, the NHS or social care.

For your child this would mean:

- The Academy (or you) can request that Sandwell Local Authority carry out a statutory assessment of a student's needs. This is a legal process which sets out the type of support that will be provided for a student after the Academy has sent in the request to Sandwell Local Authority (with a lot of information about the student, including some from you), they will decide whether they think a student's needs (as described in the application provided) seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with the student to write a report outlining the student's needs. If they do not think the student needs this, they will ask the Academy to continue with enhanced support.
- After the reports have all been sent to Sandwell Local Authority, they will decide if the student's needs are severe, complex and lifelong and that they need more targeted resources. If this is the case, they will write an EHC plan. If this is not the case, they will ask the Academy to continue with the support, and also set up a meeting in the Academy to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC plan will outline the type of support the student will receive, whose responsibility it will be to deliver that support, the cost of that support, how the support should be used, and what strategies must be put in place. It will also have the student's views and opinions fully included.
- Additional adults may be used to support the student with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong.
- Significantly over and above those the school normally offers students.

How are SEND resources allocated in the Academy?

- The budget, received from the school education grant, includes resources for supporting children with SEND.
- The Head Teacher decides on the budget for SEND in consultation with the governors, on the basis of needs in the Academy.
- The Head Teacher and the Governing Body discuss all the information they have about SEND in the Academy, including:
 - The students getting extra support already.
 - The students needing extra support.
 - The students who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Which other people provide support for SEND students in the Academy?

- Personal Learning Directors;
- Personal Learning Champions;
- Student Support Champions;
- Academic Ambassadors;
- Lead Professional for A.C.E;
- Learning Support Assistants and Learning Support Practitioners;
- Educational Psychologists from Sandwell Local Authority;
- Specialist Teachers for SPLD and SEMH;
- Occupational therapists, physiotherapists and specialists for hearing and visual impairments;
- Speech and Language Therapy (SALT) (provided by the NHS but funded by Sandwell Children's Services);
- External agencies such as Murray Hall providing mentoring on-site;
- Academy first aiders;
- The Academy to promote teaching strategies that work with students with learning difficulties.

Who provides support in the Academy for improving emotional and social development, including arrangements for looked after children?

External agency support via Child and Adolescent Mental Health Services (CAMHS), Motivatemetees, Kaleidoscope, Kick Mentoring, MW Fitness and Albright Education Counselling.

Within the Academy via support including:

- The Respite room;
- Learning mentors and trusted adults;
- The Sensory room;
- The pastoral team including Personalised Learning Directors, Personalised Learning Champions, Student Support Champions and Academic Ambassadors;
- Drawing and Talking Therapies;

- Relax Kids Creative Therapies;
- Fresh Start Tutor Time Support;
- Lego Therapy;
- Bespoke Mentoring.

All of these provide support for improving social and emotional development alongside scheduled SEND/Pastoral meetings identify areas of need.

How is the Academy accessible for students with SEND?

- All levels of the Q3 Academy Langley building are accessible to students with physical disability with lift access to each floor. We ensure that equipment used is accessible to all students regardless of their needs.
- After-school provision, for example study time in the library, is accessible to all students including those with SEND.

How does the Academy support SEND students during transition both within and from the Academy?

We recognise that transitions can be difficult for a student with SEND and we take steps to ensure that any transition is as smooth as possible.

When a SEND student is moving from a primary school to our Academy:

- For EHCP students we will contact the primary school SENCo and arrange a visit to observe a student at work and talk to teachers and gather information about the additional support they receive.
- We will arrange opportunities for SEND students to attend the Academy to familiarise themselves with their new surroundings, meet staff and existing students.
- We will ensure that we receive all up-to-date records.
- We will ask the primary school to provide information for transition with the student in order for us to prepare for Reception from primary school.

When moving between Key Stages in the Academy:

- All SEND students will have their progress constantly reviewed. Moving between Key Stage 3 and 4 is a key transition time in a student's career. Our transition reviews are person centred placing the student at the centre of the decision making process about their Key Stage 4 programme.
- Moving into Key Stage 4 a key focus of our work with EHCP students will be *preparation for adulthood*. We will work to develop high aspirations in young people around employability, independent living and participation in the local community.

In Year 11:

- All SEND students will receive targeted support for further education/employment. School careers advisers will work with students to identify their most appropriate career pathway and how their aspirations can be achieved.
- All students with an EHCP will receive bespoke support from Connexions Sandwell throughout Key Stage 4. Connexions Sandwell provides careers guidance in line with statutory requirements to young people who live or are educated in the Sandwell area. You can find out more about the Connexions service here: <https://www.connexionssandwell.co.uk/about-us/>

How is teaching adapted to meet the needs of SEND students?

- Learning Consultants plan their lessons according to the specific needs of all groups of children in their class, and will ensure that all students' needs are met with a focus on the key SEND priorities.
- LSAs support Learning Consultants to plan to ensure the needs of SEND students are met.
- Scaffolded resources and strategies will be used to support SEND students individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet SEND students learning needs.

How are Learning Consultants supported to work with SEND students and what training do they have?

- The SENCo's and LSA's role is to support the teaching staff in planning for children with SEND.
- The Academy has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole-school training on SEND issues from either the SENCo, a member of Senior Leadership or external agency.
- Learning Consultants and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We have contact with a number of external agencies with expertise in a range of SEND including Physical Disabilities, Dyslexia, Autism, Visual and Hearing Impairment, Speech and Language and SEMH. These staff are used to help inform training for Learning Consultants and LSA/LSPs.

SEND overview for parents and carers

At our Academy, we work in partnership with parents and carers to help us do our very best for the students we serve.

As Special Educational Needs Coordinator (SENCo) and SEN Team at Q3 Academy Langley we will do our very best to:

- Ensure that you are informed if your child is newly identified as needing additional help and support with their learning. **We will provide opportunities for parents/ carers and students to be involved in SEN assessments and reviews.**
- Ensure that I and my team are accessible to parents and carers (although we may not always be immediately available).
- Listen to parents and carers and use your information to help us plan support for your child.
- Give parents and carers the opportunity to be aware of what you can do at home with your child to support learning strategies used in the Academy and help to be consistent.
- Try to organise meetings at a time to suit everyone who is coming including parents/carers, and agree to carry out the actions of the meeting (or let everyone know why we can't).
- Read any reports about your child sent to the Academy by professionals or other services, share them with other staff as appropriate and act on them as soon as possible after I receive them.
- Ensure that your child's identified individual learning needs are met with appropriate support – regardless of whether they have a diagnosis of a particular condition.
- Give parents/carers the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in their support plan. **The school will consult with parents/ carers of children with SEN and involve them in planning for appropriate provision.**
- Inform teaching staff and others working with your child of your child's general special needs, any special support that is needed and what works for them.
- Work with parents/carers and others involved to carefully plan your child's move into the Academy (or from the Academy) according to their individual needs.

As a parent/carers, it would be helpful if you would keep in touch and:

- Let the Academy know if anything has happened that is likely to upset or affect your child in the Academy.
- Ensure that we have your correct contact details.
- Tell us if your child's special needs have changed in any way or if you receive a professional report that may help us in planning to meet your child's needs in the Academy.

- Let us know if you have any concerns or worries so that we can sort these out together.
- If you want to meet SEN staff, then please if possible make an appointment in advance, unless it is urgent. This allows us time to gather the necessary information and staff we may need for a meeting to respond fully to any queries you have.

Arrangements for consulting young people with SEND

The SEND Code of Practice (2014) provides post-16 students with the right to make sole decisions about their SEND, and be consulted about their decisions although they can involve parents or others to support them make decisions.

At Q3 Academy Langley young people with SEND are supported in making their decisions at termly review meetings or termly telephone calls.

How does the Governing Body ensure SEND students have the correct equipment and are provided with the appropriate facilities?

As part of the SEND student transition, detailed planning takes place between the Academy, parents/carers, students, young people and external agencies to secure all appropriate resources to enable the student/young person to fully access all areas of the curriculum and Academy facilities.

This plan was written in conjunction with the accessibility plan which covers the following 3 areas:

- Increasing the extent to which pupils with disabilities can participate in our curriculum.
- Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services you provide or offer.
- Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.