



Bushbury Lane Academy



SEN Information Report

Last review October 2023 – 2024

Next Review – September 2024 - 2025

<p>1. The kinds of special educational needs for which provision is made at the school.</p>	<p>Bushbury Lane Academy is a mainstream inclusive school. The SEN support is provided for pupils across the four areas of need as laid out in the SEND. Code of practice 2014 - Communication and Interaction. Cognition and Learning. Social, emotional and mental health issues. Sensory and/or physical needs.</p> <p>Provisions are made for children with SEN for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, autism, diabetes, epilepsy, dyslexia and dyspraxia.</p>
<p>2. Information about the school's policies for the identification and assessment of pupils with SEN.</p>	<p>All children are assessed when they join our school, so that we can build upon their prior learning. Evidence is used from: Information from previous school, SATS results, Baseline assessments, teacher assessment, interventions and cohort trackers. Pupils whose language is not English will have a first language assessment or a new arrival to the country assessment. If assessments show that a child may have learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active participation. Where children need additional support in order to support their learning, group targets are set as part of the Provision Map. Children who need support beyond this are given individual targets on Early Years/School Pre EHC Plans 1 and 2.</p>



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	<p>Joint planning and assessments between class teacher, teaching assistant and any other support staff involved.</p> <p>Regular review of targets.</p>
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The SENCO's role is to: -

Co-ordinate the operation of the SEND Policy.

Liaise with and advise all staff who work with children who have a Special Need.

Co-ordinate provision for children with SEND including those with a EHC Plan.

Co-ordinate Annual Reviews for children with EHC Plan.

Oversee the records of all children with SEND.

Liaise with parents of children with SEND.

Contribute to the in-service training of staff.

Liaise with outside agencies e.g., Educational Psychology Service and support agencies, health and social services.

Provide the Governing Body with a SEN Annual Report Liaise with and advising fellow teachers.

Liaise with the Head Teacher on the deployment of the SEND budget.

maintain SEN resources across Early Years, Key Stages 1 and 2 and replace as necessary Attend regular SEN meetings with the Head Teacher.

Support staff to evaluate targets and advise on next steps. Liaise with new schools to ensure smooth transitions.

Links with External Agencies

Bushbury Lane Academy School is part of an Academy Trust – Reach2.

Other support comes from: -

Special Needs Early Years' Service – SNEYS

Speech and Language Therapy – SALT

Education Psychologist – EP

Outreach Services

<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC Plans: -</p> <p>How the school evaluates the effectiveness of its provision for such pupils.</p> <p>The school's arrangements for assessing and reviewing the progress of pupils with SEN.</p> <p>The school's approach to teaching pupils with SEN.</p> <p>How the school adapts the curriculum and learning environment for pupils with SEN.</p>	<p>Teachers have a termly meeting to discuss the progress of all the children in their class. The effectiveness of the intervention groups is evaluated and are updated to meet the needs of the children.</p> <p>Arrangements include:</p> <p>Data tracking to ensure pupil progress. Observations, learning walks, monitoring.</p> <p>Pupil Voice interviews</p> <p>Early Years and School Pre EHC Plans, EHC Plans and reviews. Parents / carers meetings</p> <p>Joint planning and assessments between Class Teacher and Teaching Assistants Regular review of targets.</p> <p>Provision for pupils with SEN includes:</p> <p>High quality first teaching through adaptive teaching and differentiated planning where appropriate. Teaching Assistants work in the classroom to give support.</p> <p>Teaching Assistants work with small groups and 1:1 to give support and implement provision.</p> <p>Resources adapted so they are easily accessible to and for all children. Specialist equipment. Multi –sensory approach</p> <p>Accessibility for all pupils.</p> <p>Additional adult support if required during SATs. Adaptive teaching differentiated resources and learning styles.</p> <p>Access to a supportive environment</p> <p>Use of visual timetables where appropriate Access to laptops. /iPad Key text enlarged where necessary.</p> <p>Pre-Teach, Re-Teach, Revise and Personalised interventions are implemented in the moment to address misconceptions plug gaps in learning.</p> <p>Pre- teaching of strategies and vocabulary.</p>
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Specialist equipment to access the curriculum. Smart boards in each class.



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Additional support for learning that is available to pupils with SEN.

Strategies to Support Literacy

Small group support in class through Guided Reading.

1:1 literacy supports each day for a small number of children. Small groups extra literacy support for all classes.

RWI/Phonics interventions

Personalised targets

Strategies to Support Numeracy

Small group support in class through guided teaching. Maths interventions.

Personalised targets.

1:1 tuition for a small number of children.

Teaching Assistants work with individuals to give personalised support. Resources are provided to support personalised learning and interventions.

Strategies to Support Speech and Language.

Interventions from Speech and Language Therapy Services.

Implementation and delivery of Speech and Language programmes by trained teaching assistants in school where applicable.

Symbols to aid comprehension.

A member of Foundation Stage staff is ELKAN trained.

Strategies to Support Occupational Therapy / Physiotherapy Needs Interventions from Occupational Therapist / Physiotherapist.

Delivery of planned Occupational Therapy / Physiotherapy programmes when needed Targets implemented into class P.E. session where possible. 'Cool Kids' programme is used in Foundation Stage



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Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum.

Pupils with SEN have access to all the facilities/ activities offered to all children. The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEND are made as required. Trips out or visitors in are organised termly and link with the year group topic. It is hoped all pupils will attend and additional support is organised if needed. Pupils with SEND have full access to the after-school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.

Support that is available for improving the emotional, social and mental health of pupils with SEN.

Pupils and parents are supported by: - An anti-bullying policy. Small groups for confidence building / Anger management groups with a cluster group Learning Mentor School Council Pupil Voice 'Open door' policy for parents' Individual support for each child Referral to appropriate agencies Termly review meetings. Use of school's behaviour policy and PSHE policy . Strategies to Develop Independent Learning Individualised targets. Easy access to resources Scaffolding/differentiation. Additional SEND resources in class which allow the children to focus on their learning. Encouragement to move their learning forward.

Mentoring Activities
Use of learning partners
Support from Cluster Group Learning Mentor

Medical Interventions Staff trained in First Aid
Implementation of Health Care Plans
A number of staff have attended specialist healthcare training - e.g., diabetes, epilepsy, hearing impairment.
Access to the school nurse.



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4. The name and contact details of the SEN Co-coordinator.	Mrs Nicole Mukanga Telephone Number – 01902 556486
5. Information about the expertise and training of staff in relation to children and young people with SEN and how the specialist expertise will be secured.	SENCO keeps updated on a regular basis through Network meetings and training. All new members of staff receive in-house training with regards to SEND Policy and procedures. Staff are trained in:- First Aid SenCo has received Early Help Training Specialist external agencies to support children in school include: - Educational Psychologist, Special Needs Early Years' Service, Speech and Language Therapists, Education Welfare Officer.
6. Information about how equipment and facilities to support children and young people with SEN will be secured.	Liaison with the above agencies and parents to appropriate equipment and advice required for individual pupil's needs. School has a disabled toilet, disabled parking bay and a ramp outside the main school entrance and Foundation Stage
	For children with complex SEND, the frequency of such provision may result in the school applying for additional funding

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7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.

Our parents of children with special needs are treated as partners and as such we enable and empower them to:-

- Play an active and valued role in their child's education.
- Have difficulties identified early with appropriate intervention to tackle them.
- Have a real say in how their child is educated.
- Have knowledge of what they can expect for their child as of right.
- Have access to information advice and support during assessment and decision making. Liaise with the school and a wide variety of professionals. Link with specialist family support workers.

To this end school will: -

- Inform parents of initial concerns.
- Discuss subsequent targets, reviews and any concerns with parents at least termly.
- Inform parents at the outset of the Wolverhampton Information, Advice and Support Service and the range of support it can offer them if they wish to take advantage of it. Provide an 'Open Door' policy.

Every effort is made to contact parents of children who we feel need to be monitored or give SEN Support by: -

- By letter
- Parents evening
- Parental interview
- Telephone
- Log in details and access to SEN Support Plan

8. The arrangements for consulting young people with SEN about, and involving them in, their education.

At an age deemed suitable for each individual child they are involved in setting their targets and participate in their Annual Review by the completion of a questionnaire as to how they think they have progressed. Attendance at the Annual Review is also seen as important for the child, but is dependent on their individual age, willingness and ability to attend.



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9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.	Initially a complaint will be directed to the class teacher who will ask the nature of the complaint and if possible, deal with it informally at this level. If this does not lead to a successful outcome an appointment can then be made with the Head Teacher and the SENCO to discuss the problem, further. In the unlikely event of a solution still not being found, the SEN Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.
10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEN and in supporting their families.	Parents are signposted to the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield. Referrals are made to the MAST team



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11. Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.

SENCO – Mrs Nicole Mukanga– Tel 01902 556486
Educational Psychologist and Area SENCO – Tel 01902 555245
Speech and Language Therapy – 01902 444363
Physiotherapist – 01902 444396
Occupational Therapy – 01902 444272
Special Needs Early Years’ Service – 01902 558406
Gem Centre – 01902 446270
Educational Welfare Officer – 01902 558890
Outreach Services - 01902558371
Wolverhampton Information, Advice and Support Service – 01902 556945
Information about the local authority's SEN Information Report can be found on Wolverhampton.
City Council's Website – SEN at: - www.wolverhampton.gov.uk

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<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living.</p>	<p>Staff to hold a transition meeting to handover each child's levels or Age-Related Expectation and discuss any other relevant information.</p> <p>Teacher from new class to visit child in his/her present class to introduce him/herself.</p> <p>Child to visit new class with a familiar member of staff e.g., class TA for various planned activities e.g., playtime, dinnertime, assembly, Literacy, Numeracy, Irresistible Learning to give a taste of what is to be expected in new Key Stage.</p> <p>Buddy system – new child has an older child they can be/talk with at break time and/or dinnertime.</p> <p>Systems in place as to who/how to ask for help.</p> <p>SENCO meeting with parents and children – Enhanced transition meeting and Team Around the Child meetings</p> <p>Parents and child attend informal meetings with new teacher/TA and ask any relevant questions. Up to date information required of the needs of individual children.</p> <p>Copy of class timetable/visual timetable if needed.</p> <p>Daily checklist for resources needed for different lessons.</p> <p>Organization of transition between classes – Literacy/Numeracy Groups.</p> <p>User friendly diary for organising/explaining homework.</p> <p>Support on first day from staff.</p> <p>Consistent approach between all lessons and all staff.</p> <p>Visual/verbal reminders of new expectations/changes/ breaks/dinnertimes.</p> <p>Visual/verbal reminders of where resources are kept, the cloakroom, the toilets, key stage.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p>Information about the local authority's SEN Information Report can be found on Wolverhampton. City Council's Website – SEN at: - www.wolverhampton.gov.uk</p> <p>The SEN Information Report provides the information our own school can offer to our families who have children with special educational needs.</p> <p>More information about our SEN Information Report can be found on our school website at: - www.bushburylaneacademy.co.uk</p>