

# Special Educational Needs School Information Report 2021-2022 “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG  
DO THE  
RIGHT THING  
TEAM SPIRIT

Please also refer to the [Birmingham Local Offer](#), our [SEND and Learning policy](#), our [Admissions Policy](#) and our [Accessibility Plan](#)

## How do you teach children or young people with special educational needs and disabilities?

In line with the SEN Code of Practice 2015, the academy believes that “all teachers are teachers of pupils with special educational needs.” As such, the academy adopts a “graduated approach” that places quality-first teaching at the heart of all lessons. Staff have received a range of specialist training to empower them in delivering outstanding lessons which meet the needs of students with special needs, and the SENCo (Miss Y Parson) holds an advisory role across all staff in promoting outstanding teaching strategies which meet the individual needs of students. Our vision is that all students have the potential to succeed and the right to an outstanding teaching and learning. As such, the SEN team have SEND Champions across each department who regularly meet with the deputy SENCO to discuss schemes of work, evaluate the quality of provision for students with special educational needs and implement appropriate strategies. Where appropriate, subject areas may choose to follow a differentiated scheme of work more suitable for lower ability and pupils with special educational needs in order to support good progress. In addition, some SEN pupils will be taught in smaller groups and for the majority of these classes in core subjects a teaching assistant will be present. In line with the academy’s accessibility plan, reasonable adjustments are made to ensure that all pupils are able to access the facilities within the academy. The building is made up of three floors and is fully accessible by lift. There are also fully accessible toilet facilities, along with a medical room (located on the ground floor) with a shower/wet room. Where appropriate, pupils with disabilities are provided with lift passes and toilet passes. Where there are medical conditions of a physical or sensory nature that affect motor skills, pupils will be provided with a laptop and equipment during lessons so that all pupils have real access to learning opportunities in every lesson. All students on the SEND register have a keyworker assigned to them within the first term of joining the academy and will complete a learning plan that has a termly review to monitor their progress. This learning plan is shared with all teaching staff across the academy and it is a non-negotiable that teachers are aware of this and use the strategies listed in the plan to support the student.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** ‘Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young

people with SEN or disabilities and additional learning support for those with SEN.

**SEND Regulations 2014 5(a):** their approach to teaching of children and young people with special educational needs.

**SEND Regulations 2014 5(b):** ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’

## How do you decide a child or young person has special educational needs or disabilities?

Early identification of pupils with special educational needs is a priority. The academy considers broad areas of SEN which include:

- Social, Emotional and Mental Health (SEMH)
- Learning (including communication and cognition)
- Medical (including sensory and physical)

We use appropriate screening and assessment tools, and determine pupil progress through:

- Discussions with teachers and support staff
- Their academic performance
- Literacy and numeracy testing
- External Agency assessments
- Records from primary schools and primary liaison
- Information from medical teams
- Information from parents
- National Curriculum results at Key stages 2, 3 & 4

The pupil is at the center of this process and is involved in all meetings or decisions using a pupil centered approach where the pupil voice and parent voice are paramount to the process.

The SENDCO and SEND team follow the graduated approach of assess, plan, do, review for each termly cycle. This means that students may not remain on the SEND register for all their time at Heartlands if they are able to make expected progress while accessing universal support.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for identifying the particular SEN of children and young people.'

**SEND Code of Practice 2014 4.34:** 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for

pupils with SEN.'

**SEND Code of Practice 2014 4.35:** 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

## What extras do you offer children or young people with special educational needs?

For some students with special educational needs, an additional programme of support or intervention may be appropriate to enable students to succeed. These support programmes are all delivered by trained and experienced members of staff, who regularly liaise with the SEN team to ensure all students are fully supported throughout their time at the academy. The academy offers a wide range of internal and external additional support for pupils with special educational needs and their families. For pupils, this includes:

- Additional help and support by subject teachers through a varied curriculum;
- Appropriate schemes of work to be delivered in curriculum areas;
- In-class support with teaching assistant or learning support assistant where possible for core lessons;

**Specialist structured intervention programmes delivered in a less formal learning environment; these include:**

- Speech and Language
- Mentoring
- Pastoral Support
- Anger management
- Social space
- Emotional Support
- Literacy and Language Support
- Numeracy support
- Academy Nurse
- Alternative provision
- Sensory Support
- Communication and Autism Team

**For families, this includes:**

- External provider liaison officer
- Parent partnership via local authority using the schools link service which can be contacted on: 0121 303 8461
- Forward Thinking Birmingham (formerly CAHMS)
- Social workers
- Health care professionals

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## How do you make sure children and young people with special educational needs and disabilities do well?

The academy tracks, monitors and evaluates pupil progress and interventions using a provision map. The provision map includes:

- Pupil names
- Pupils SEND needs
- End of Key Stage data
- Intervention descriptors
- Entry and exit dates
- Staff accountable for support

The SENCO (Miss Y Parson) and Deputy SENCO (Miss S Nawaz) carry out regular monitoring of lessons, pupils’ work and testing information to ensure that pupils are making progress and the support is effective. This is done every half term. A key aspect in judging the effectiveness of our support for students for special educational needs is by strengthening the link between home and school. As such, families are contacted regularly by their SEND keyworkers to receive updates on their child’s progress and welfare across the academy. Through the Provision Map Software, parents are also encouraged to comment on their child’s learning plan, progress, strategies and interventions in place. This contact happens half termly for students who receive SEND support and as of September 2021 weekly for parents of students with an EHCP. Parents are always welcome to reach out to the school to arrange additional meetings to ensure that they are fully informed of the support in place for their children and discuss any queries or questions they may have. The keyworker as the main point of contact will liaise with the SENDCO, teachers and other appropriate members of pastoral or senior leadership to ensure students are doing well.

The SEND team also provides after school and before school clubs and interventions that cover a range of needs such as social clubs, homework clubs, literacy intervention, catch-up for core subjects, mediation and games clubs. This enables students to make progress across the 4 broad areas of need.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** ‘Information about assessing and reviewing pupils’ and students’ progress towards outcomes, including how providers work with parents and young people in doing so.

**SEND Regulations 2014 5(d):** ‘How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.’

## What facilities do you have to support children or young people with special educational needs and disabilities?

The school is set across three floors with ramp and lift access available throughout the school site. Our site is fully wheelchair accessible with wide corridors and a wheelchair accessible toilet on each floor.

We have excellent outdoor facilities that are highly accessible and offer a range of different physical and sensory experiences. All before school, break times, lunch times and after school dismissal are supervised by the leadership team who go above and beyond to ensure our children are safe. We also offer children the option of accessing the Learning Resource Centre at different points through the day, which is a quiet space where children can have access to computers, books, soft chairs and adult supervision. We have interactive whiteboards and computers in every classroom with the option for a laptop given to students who need it – provided by our on-site IT specialists. For students with a SEND Support Provision Plan or EHCP with funding, we will purchase a laptop or other items necessary to ensure they are meeting their needs. We consult with specialist advisors to help us support children with sensory impairments and employ alternative communication methods accordingly within the means available to the school. SEND students in year 11 will receive a pack of additional equipment that includes rulers, pens, post-it notes, reading rulers, overlays and timers; they are able to use this in any classroom as part of their equipment. Every classroom across the academy has a SEND resource box that students are able to access as it contains resources to support their learning. This includes reading rulers, maths counters, timers, feeling stones, fidget toys and sensory resources. As of October 2021, the school is adopting a whole school approach to SEMH called THRIVE which is an evidence-based practice to support students in being able to self-regulate.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

**SEND Regulations 2014 5(f):** 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

## Do you have staff with specialist training or have 'experts' to support you?

All staff are required to attend a weekly CPD session where we have in-house training and also use external agencies to provide specialist, strategic and targeted training for our children's needs. We also have designated slots during in-service days for building SEN awareness. All staff have received basic awareness training on Autism, Epilepsy and Diabetes. This will be updated yearly and new training will be offered on a termly basis.

Our SENDCo and Deputy SENDCo attend networks, briefings and meetings where possible and use our school's One Drive system to share and access resources across other SEN Departments within the Academy Trust, constantly working to keep all staff up to date and aware through weekly bulletins, staff shared documents and briefings.

The school accesses a number of external support agencies, such as Pupil and School Support, Communication And Autism Team, Speech and Language Therapist, School Nurse, through the local authority offer. We also regularly work in collaboration with the E-Act SEND Governor, Niall Gallagher.

We also have a designated lead (Miss N Brown) who supports students that are Looked After Children (LAC). Where pupils are both looked after and also SEND, the SENCO and LAC lead will liaise to ensure they are being fully supported across the academy including access to tutors outside of school.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

**SEND Regulations 2014 5(i):** 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

## How do you support the wellbeing of children and young people with special educational needs and disabilities?

Pupils who receive additional support have a Learning Plan that details their strengths and areas of concern, what they enjoy, strategies for teachers to use in lessons and personal targets. These are reviewed termly with both the parent and pupil to check that targets have been met. If targets have not been met, the level of support is amended.

In order to promote positive relationships, the academy runs a broad-balanced Personal Development curriculum where all students have 1 hour in the morning for these sessions. At the academy, we expect high standards of behavior and conduct. We encourage our community to be supportive of one another in everything they do. We promote a safe, caring and supportive learning environment which allows students to reach their true potential. Bullying is anti-social behavior and affects everyone; it is unacceptable and will not be tolerated. Any incidents of bullying will be dealt with immediately, recorded and monitored by the pastoral team.

The academy values pupils' views and opinions and has an active student council. On a daily basis, pupils are able to discuss their views or feelings with their form tutor, learning managers and assistants, the SEN team and the welfare officer. For SEN pupils, the SEN team operate an 'open door' approach.

The academy welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the SENCO, throughout the year for any reason. Parents and pupils are invited to progress reviews where they can meet with their SEND keyworker and discuss progress towards targets. This is facilitated through virtual or phone meetings also for parents who prefer this option. There are also parents evenings to discuss progress through academic reports where parents and pupils meet with the appropriate subject teachers. Pupils are involved in the reviews and agree their own targets. Likewise, parental views are recorded as part of this process. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Local Authority Parent Partnership service where specific advice, guidance and support may be offered.

Having a nurse on site, there is always a healthcare professional at hand to deal with the administration of any medication, alongside members of staff who are first aid trained.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

**SEND Regulations 2014 5(j):** how the emotional, mental and social development of children and young people with special educational needs or a disability will

be supported and improved.

## What happens if a child or young person needs specialist equipment, services or support?

Specialist facilities in the academy include accessible toilets on each floor and changing facilities. Each classroom is equipped with one writing slope board, pack of colored overlays, reading ruler, sensory headphones and magnifying glass. Where a child needs specialist equipment or support, Heartlands Academy will liaise with the necessary providers to ensure that the equipment is available. Where equipment might be out of a school's remit for example Hearing Aids, or glasses, parents/carers are expected to provide this for their child. We have immediate access to some resources for example inhalers and EpiPens; where equipment or support is required it is always sought with high urgency and given as soon as possible by the responsible experts. When arranging one to one support, it is a process that can be done quickly. Tutors, class teachers, learning managers or leaders are all equipped to identify and inform the SEN team of the need for 1:1 support. A conversation is then had by members of the SEN team and a round robin might be sent to gather a whole school picture before a conversation is had with the child and parent. This process can take up to 3 weeks, but often is complete within a week.

Mentoring sessions are held weekly by key members of staff who are trained in mentoring and children will receive a purple slip in the register that excuses them from lesson for their mentoring session; once it is complete, students then return to lesson. Open Door Counselling sessions are also held on a weekly basis every Wednesday and Thursday, once referred pupils will be on a waiting list until they are able to be seen by the specialist. Careers meetings are held on a weekly basis every Tuesday for students across the academy to access specialist support in planning their next steps after school. Other needs that may require a referral are completed by the SEND or safeguarding team as appropriate and parents are signposted to the Birmingham Local Offer and parent link service.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.'

**SEND Code of Practice 2014 4.35:** 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

## How will I know if my child or young person is doing well in school?

At Heartlands Academy, we prioritise communication and always keep parents up to date with how their children are doing in school. We will often send praise postcards home, positive phone calls, emails or phone calls from class teachers and learning managers. We also have regular parents evenings with termly reports provided. Parents are able to see how their child has been performing in subjects, attendance and good or bad news. During this time, parents/carers are able to speak to each member of staff that teaches their child to discuss any strategies that can also be implemented at home and to resolve any queries they might have. Children are encouraged to attend with their parents/carers as their input is essential in voicing their own desires, goals and issues. Attendance is also monitored daily as phone calls and text messages are sent to chase absent children throughout the day. Parents/carers are encouraged to call and speak to their child's tutor or learning manager for any updates or if they have any concerns with their child's progress.

If a child's progress is of concern, then class teachers and heads of department will use additional intervention or strategies to help ensure the child can access the curriculum in the first instance. A phone call, letter or email may be sent home to advise parents/carers of this and request a meeting if necessary to discuss further intervention. The SENCO (Miss Y Parson) and Deputy SENCO (Miss S Nawaz) monitor weekly and half termly the attainment and attendance of all SEND students to ensure that early intervention is effective. They will make changes where necessary and support class teachers in implementing strategies that work for the child. The keyworkers for students will contact the parents half termly if the child is on the SEND register and weekly if they have an EHCP. Parents/carers are given log-in details for Provision Maps software where they are able to see the learning plan, targets set, progress made, reviews/comments and also interact with the keyworkers for their child to share strategies that work at home, concerns or queries.

### **What the legislation says...**

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**SEND Regulations 2014 5(d):** 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

## Do you have 'out of school' activities that children or young people can do?

At Heartlands Academy we focus on getting the best for our children. Out of school activities include a range of sporting clubs such as Football, Cricket and Netball, access to the LRC until 6pm each day, SEND support after school and before school in the seminar room, LRC and SEND office, 'Magic Breakfast' every morning where children can get a filling, healthy breakfast free of charge, Library club, book club and a wide variety of individual clubs and activities run by each department.

Throughout the year for example the Modern Foreign Languages department put on trips to France, Spain and Italy, there are limited spaces for these trips and all students do not get to attend, but the trip is completely accessible and all SEN needs are planned for in advance. This past year our SENCO (Miss Y Parson) also attended the trip to France, where the itinerary was given to parents beforehand and children were taken to state-of-the-art accommodation in Ozoir la Ferrière, saw the Eiffel Tower, went to the Louvre Museum and got the chance to see the Mona Lisa, spent a day in Disney Land and a host of other activities.

At the end of each academic year, all students get the chance to go on a rewards trip, for example Drayton Manor this past year, where the transport is completely arranged by the academy and staff members are on hand to support, monitor and supervise students throughout the trip. All trips are planned by trip trained members of leadership within academy, who complete full risk assessments and stay in contact with parents throughout the process.

From September 2021, additional trips and activities will be planned specifically for students with SEND to reward their progress made towards their targets.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

**SEND Regulations 2014 5(g):** 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

## How do you support children or young people moving on to their next school or setting?

In order to prepare pupils for transition to key stage 3, all year 6 pupils are invited to attend an Academy transition day during the summer term. As part of this programme, all pupils undertake baseline tests in English, Maths and Science to determine what level of support and challenge will be offered in September. During this time, the Learning Managers, SENCO and Deputy SENCO will visit the primary schools to meet students in advance and also meet with the primary SENCOs where possible to discuss the pupils' needs. The SENDCO will also request information from the primary schools about the student's needs, current level of intervention, provision and external agency input. If the pupil has an EHCP, the SENDCO will aim to attend the annual review meeting for this student in order to answer any queries of student/parent and provide further detail on what life at Heartlands Academy will look like for this student.

For transition from key stage 3 to key stage 4, all year 9 pupils and parents are invited to an open evening and an options evening with key members of staff where they can have support with choosing appropriate subjects for a child's future goals. From September 2021, students will have access to termly careers evenings, trips, fayres and talks to support them in choosing options appropriate to the fields they express an interest in. For SEN pupils, the SENCO is present to ensure the right pathways are chosen and additional careers events are presented by inclusion leads in colleges and sixth forms.

In addition to this, throughout year 11, all pupils meet regularly with the careers advisor. For SEN pupils, the SENCO and Deputy SENCO is available before/after school to meet with the pupil, and parents to ensure the right pathway is chosen into post 16 education. SEND pupils also have access to additional support in applying for colleges/sixth forms and apprenticeships with the aim that by the end of the autumn term they will have at least 1 conditional offer of a placement in a post-16 setting they are interested in.

Once a child leaves the academy, the SENCO or Deputy SENCO will ensure all SEN information is passed on to the new destination via letter, email and phone call and will fill out a reference for the child.

For students who transfer to Heartlands Academy midway in the year, they spend their first day meeting key members of staff, having an academy tour, getting their photo taken, learning about the academy processes, doing baseline testing and shadowing a peer to build awareness of academy life. Requests will be sent to their previous school for SEND information and students will meet the SENDCO or Deputy SENDCO to share their views on their level of need, what worked and didn't work for them previously and their hopes for life at Heartlands Academy.

**What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

**Parent Carer feedback:** 'I want to know what schools are supposed to do to help when my child changes school.'

## What should I do if I disagree with what you're doing or want to make a complaint?

In the first instance, all SEN enquiries and complaints should be made to the SENCO (Miss Y. Parson), if it cannot be resolved at this level, then please contact the Assistant Vice Principal for Teaching and Learning (Miss A. Price) who oversees the SEN Department. If the issue still cannot be resolved, further contact should be made with the Head of School and chair of governors. You can contact through calling in to the Academy: 01214643931, sending a letter addressed to the necessary party advising you have followed the complaint channels, or emailing in. You are able to view academy's complaints policy here: <https://heartlandsacademy.e-act.org.uk/wp-content/uploads/sites/3/2021/09/Concerns-and-Complaints-Policy-September-21.pdf>

### What the legislation says...

**SEND Code of Practice 4.7:** 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

## Who should I contact for more information?

Further details are available from:

**Yanique Parson (SENCO)**

Heartlands Academy  
Great Francis Street  
Nechells  
B7 4QR

Tel: 01214645547

Email: [yanique.parson@hea.e-act.org.uk](mailto:yanique.parson@hea.e-act.org.uk)

You can also contact:

**Shahilla Nawaz (Deputy SENCO)**

Heartlands Academy  
Great Francis Street  
Nechells  
B7 4QR

Tel: 01214643931

Email: [shahilla.nawaz@hea.e-act.org.uk](mailto:shahilla.nawaz@hea.e-act.org.uk)

## Where can I find out more about what support there is for children and young people with SEND in the local area?

The following websites contain further information about the local offer for students with special educational needs in the Birmingham area: In the first instance, we encourage you to contact the parent link service on: 0121 303 8461 and speak to your parent link officer. You can also email on: [ParentLinkService@birmingham.gov.uk](mailto:ParentLinkService@birmingham.gov.uk). They will be able to signpost you to the appropriate team no matter your query and can offer help including but not limited to follow up phone calls, written information or home visits.

If you don't want to talk to anyone but simply want to read more about what is available, the websites below will be extremely useful:

<https://www.localofferbirmingham.co.uk/>

[www.birmingham.gov.uk/SEND](http://www.birmingham.gov.uk/SEND)

[www.mycareinbirmingham.org](http://www.mycareinbirmingham.org)

<https://www.birminghamchildrenstrust.co.uk/families-and-carers>

You can also access the Academy Accessibility Plan here: <https://heartlandsacademy.e-act.org.uk/wp-content/uploads/sites/3/2021/09/Accessibility-Plan-Heartlands-2019-22.pdf>