

# SEND INFORMATION REPORT

Ercall Wood Academy

## SEND Information Report

### Introduction

At Ercall Wood Academy, we believe that the entitlement to a broad, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special educational need or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. We are committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standard of behaviour and high moral values are set for all whilst appreciating that not all students will already have the ability to meet them without support and structure.

At Ercall Wood Academy, students are supported by the SEND team under the umbrella department of Mountain Rescue. Mountain Rescue is made up of the pastoral team which includes the Associate Assistant Principal (Pastoral) and the Pastoral Year Leads; the Attendance and Safeguarding team which includes the Associate Assistant Principal (Attendance and Safeguarding), the Attendance Officer and the Family Liaison Office. The SEND team is overseen by the Associate Assistant Principal / SENDCo, the deputy SENDCo, the assistant to the SENDCo, Belay Support Workers and Belay Assistants. This ensures a joined-up approach to meeting the needs of every child and the whole child.

We do whatever it takes for as long as it takes, when a young person needs it and for as long as they need it.

The SEND team can be contacted by calling the Academy number 01952 387300 and asking for any of the following people either by job title or by name or by using this link to email <https://www.ercallwood.co.uk/contact-us>:

### Key Contacts:

Associate Assistant Principal / SENDCo	Mrs Lewandowska
Assistant Principal (Mountain Rescue)	Miss Brodie
Deputy SENDCo	Mrs Weaving
Assistant to the SENDCo (Physical and Sensory Difficulties)	Mrs Leese
Belay Support Worker (Cognition and Learning)	Mrs Stock
Belay Support Worker (Communication and Interaction)	Mrs Wood
Belay Support Worker (SEMH)	Miss Warrington

Belay Support Worker (ASD)	Mrs McClafferty
Belay Assistant	Mr Turley
Belay Assistant	Mrs Drake
Belay Assistant	Mrs Braden
Belay Assistant	Mrs Flegg
Belay Assistant	Mr Ventress

The SEND department is committed to developing a truly inclusive academy by ensuring that all Ercall Wood Academy students are able to climb their mountain to university or a real alternative, thrive in a top job and have a great life. We recognise that any student may require the support of the SEND at some point during their academy career and that support may be temporary or long term. Support packages are individually tailored with a focus on autonomy, mastery and purpose, and the core values of empowerment, respect and aspiration. We work closely with academic departments, academy leadership, outside agencies, families and, critically, the students themselves in order to develop independent and resilient learners who make rapid and sustained progress regardless of starting point, socio-economic background, personal circumstance, special education need or disability.

At Ercall Wood Academy, all aspects of learning and community have been designed with the needs of all students in mind, including those with additional educational needs, disabilities or other vulnerabilities. As a result, students receive a truly inclusive education and experience with their needs being met through well designed whole school systems. Each student is treated as a unique individual and is subject to the same high expectations, respect, compassion and flexibility as their peers. True inclusions means equality, and equality in education means every young person deserves high quality education and experiences. This cannot be achieved through segregated services or acceptance of inferior outcomes for certain individuals or groups.

We cater for a broad range of needs and disabilities that includes, but is not limited to, Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, Social, Emotional and Mental Health Needs (SEMH), including ADHD, ADD and Attachment Disorder, as well as Hearing Impairment (HI), Vision Impairment (VI) and Physical Disabilities (PD).

### **Values and Culture**

Ercall Wood Academy provides a safe, well supervised and highly structures environment in which all students can learn and thrive. Our core values of empowerment, respect and aspiration are at the heart of everything we do; we are empowered and empower; we give, teach and expect respect; we maintain high aspirations for the ability of all our young people to reach the top of their mountains. Safe and orderly corridors, exceptionally high expectations for behaviour, Mountain Rescue support and care with committed and highly trained staff, among other things, ensure a safe and supportive experience for all students -

without the need for additionality or difference for vulnerable learners. We believe fully in inclusivity. Mountain Rescue and SEND is for all students when they need it and because they need it.

## **Teaching and Learning**

*1.24 – High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is a special education provision under Section 21 of the Children and Families Act 2014. School and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

SEND Code of Practice 0-25 (DfE / DoH, 2015)

The main way in which every student's learning needs are met is through high quality teaching and a broad, balanced, relevant and differentiated curriculum. There are three learning cycles per academic year, each using the assess, plan, do, review graduated approach to ensure that every child is receiving an education, including differentiation and intervention, which meets their current learning needs. Each cycle also includes liaison with parents / carers and opportunities for students to have their say. Parents or carers of any student can request an additional phone call or face-to-face conversation regarding their child's learning with teaching staff and will have other opportunities to meet teachers through our consultation evenings.

## **Staffing and Timetable**

In order to ensure a high-quality education experience for the most vulnerable learners, the timetable is differentiated to allow a more focused and tailored learning experience for students who need it. The students are grouped according to attainment and these groupings are reviewed each term following the assessment cycle.

We have implemented double staffing in target groups to ensure a greater level of support and expertise to benefit learning as a whole class group. There is a slightly higher weighting of English and maths in KS3 for students with a lower attainment than national expectations to enable students to catch up. We also offer a 3 year KS3 to ensure full coverage of the National Curriculum and give students the chance to prepare fully for their GCSEs course.

## **Identification of Needs**

There are a range of ways in which a student may be identified as having additional needs. For many students, this happens through their transition to the academy and through liaison with parents or carers and with our primary colleagues or colleagues from their previous school or academy. Professionals from the Local Authority SEND team will also share key information in advance of an enrolment. For some students, their needs are identified after they start at the academy. This could be based on teacher observation, in-class assessments and book work, or concerns raised by parents or carers or by the student themselves. In these situations, we are able to provide more in-depth assessment provided by the SEND team and the wider Mountain Rescue team as well as, where relevant, make referral to other professional for more specialist assessment and in some cases diagnoses. All referrals are made in collaboration with parents and carers and with the student themselves. All provision is made on the basis of need only and students do not require a diagnosis for additional and different to be put in place.

## **Additional and different provision**

Although we maintain a focus on offering equality and inclusion as part of the everything we do at the academy, we also recognise that some students will need additional and different from their peers in order to learn and thrive. All additional and different provision is made with minimum disruption to the student's entitlement to a broad and balanced curriculum and their right to access all aspects of academy life. All academic additional and different provision is provided by the academic department specialists through employing additional teachers to facilitate small group and individual work and by factoring additional learning time into the timetable. Provision to support student's socio-emotional and personal development is provided through SEND and Mountain Rescue and is bespoke to individual student's needs, drawing on the range of expertise we have within the department and through strong connections with the local authority and NHS professional teams.

## **How are staff supported to meet the needs of students with additional needs?**

Focused staff training and support is crucial to ensuring that the needs of all students are met inclusively, and all students receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support students with individual needs and staff training and professional development is incorporated into staff induction, peer coaching, and weekly professional learning activities. In addition to this, the SEND team support with individuals and classes at any time. If a student requires specialist support or intervention that is beyond the current expertise of our own staff, outside agency help will be sought. This could take the form of training or regular input from outside specialists.

### **What additional expertise and training do staff have in order to support students with additional needs?**

The specific needs of our students are discussed with staff in induction, through Mountain Rescue briefings and throughout the academy year to ensure that teachers are up-to-date and informed about the students they teach. In addition, all staff have access to student passports and plans on our portal 'Provision Map'. We work closely with parents / carers, other professionals, and with the students themselves to ensure that the information is accurate, up-to-date and supportive. The SEND team access additional training to support the needs of students with SEND through their roles, which are reviewed annually to ensure that the needs of the current cohort are being prioritised at all times. At present, we have Belay Support Workers for Autism, sensory impairment and SEMH, as well as two Emotional Literacy Support Assistants (ELSAs). We also have a number of professionals who work with us part-time each week, bringing expertise and specialist input to the team. This currently includes a counsellor, school nurse a PCSO and (on a monthly basis) educational psychology time.

### **How does the academy work collaboratively with the local authority and other outside agencies?**

Outside agency involvement is sought when the needs of a student goes beyond the expertise of the academy. This could be for staff training or to work directly with an individual student or group of students. A representative from Erccall Wood Academy attends all Local Authority SEND briefings and receives regular newsletter updates in order to ensure we are up to date with all available resources, opportunities and requirements. We have built a positive relationship with the LA SEND team and team members regularly attend meetings in order to gain an insight into the EHCP, needs assessment and Annual Review processes. The SENDCo works collaboratively with fellow SENDCos within the Trust and within Telford and Wrekin to share expertise and advice and guidance.

### **How does the academy ensure that students with additional needs or other vulnerabilities are treated fairly at the admissions stage?**

Please refer directly to our admissions policy for a detailed explanation of how we achieve this:

<https://learningcommunitytrust.co.uk/admissions-and-appeals/>

### **What facilities are provided to support the needs of students with physical disabilities?**

Erccall Wood Academy has lift access to all areas of the interior and exterior of the building but also understands that access is an ongoing pursuit. Continued improvements to access and safety for our students, staff and visitors with physical disabilities is informed by

student, parent and staff voice, as well as advice from the relevant Local Authority teams, for example the Sensory Advisory Service. All relevant staff will receive annual training on how to support students with physical disabilities in an emergency evacuation and anyone with individual evacuation needs will have a personal plan in place.

Full details of our Accessibility Policy can be found on our website at:

<https://www.ercallwood.co.uk/media/6105/joint-disability-equality-and-accessibility-plan.pdf>

### **How does the academy adapt the curriculum and learning environment for students with additional needs?**

The needs of all students are met through high quality teaching, regular and varied assessment, time devoted to planning and preparation of intervention and provision, and building positive relationships with students, families and other professionals. When any student needs additional and / or different in order to thrive and make progress in their learning, we focus on ensuring that their needs are met equitably and, wherever possible, as part of the main offer of the academy.

How does the academy ensure that it is meeting the needs of students with additional needs who are also in local authority care?

The needs of all students, including those with additional needs and / or who are looked after by the local authority, are met through well-designed whole academy systems and high quality teaching. The SEND department is there to meet the individual needs of all students when they need it and because they need it, including those with additional needs and / or are looked after by the local authority; staff within this department have the expertise, experience and contacts needed to ensure this is done to a high standard. All provision is based on the principals of true inclusion; equal quality of education and experience for all students, regardless of starting point, socio-economic background, personal circumstance, special educational need or disability. Key members of the Mountain Rescue team attend the LAC and PEP (Personal Educational Plan) meetings of any student who is identified as LAC and is then responsible for ensuring the implementation of any provision outlined in the plan with colleagues as well as ensuring that relevant funding is deployed to best meet the young person's needs in education.

### **What should I do if I am not happy with the provision that has been put in place for my child at the academy?**

Please let us know at the first available opportunity! Providing a high-quality education is of paramount importance and we believe that a close working relationship between the academy, student and parents / carers is crucial in achieving this. We actively seek to

collaborate with parents / carers on a cycle-by-cycle basis but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone call in order to discuss a student's provision and how best to meet their needs.

Any complaints to the academy could follow the standard complaints procedure, details of which can be found by following the link below:

<https://www.ercallwood.co.uk/media/43560/complaints-procedure.pdf>

**Where can I find further information and support services if I am a parent / carer of a child with additional needs?**

Parents and carers can contact the academy at any time to discuss their child's needs and provision.

In addition, SENDIASS is an organisation that can support parents and carers of children and young people aged 0 – 25 with SEND to work together with academy / schools and the local authority to ensure that all parties have a good understanding of what support the child needs and to ensure that it is put in place. They can be contacted on [info@iass.org.uk](mailto:info@iass.org.uk) or calling 01952 457176.