

## SEND Information Report Updated January 2025

### Introduction

At Ercall Wood Academy, we believe that a broad, relevant and engaging 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 inclusion, who are able to provide a happy and developmental environment. All students are encouraged and enabled to undertake self-development, self-advocacy, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment and testing, family involvement and a variety of teaching and learning styles appropriate to the needs of the individual are integral to the planning of educational provision for all students. We are committed to ensuring that every student gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and high moral values are set for all.

Diagram 1: Meet the Special Educational Needs & Disabilities (SEND) Team:



The structure of the SEND team is outlined in diagram 1 and mirrors a traditional pastoral model, where Belay Workers head specialised areas of SEND. We are proud to have a broad team of experienced individuals who are passionate about improving outcomes for our most vulnerable students. The SEND team work widely across the school from our Mountain Rescue Base (SEND Base). The drive for success and happiness of all our students is woven through all aspects of our culture and ethos. The SEND team work closely with the pastoral team which includes the Assistant Principal (Pastoral) and the Pastoral Year Leads, the Attendance and Safeguarding team which includes the Assistant Principal (Attendance and Safeguarding), the Attendance Officer and the Family Liaison Officer. 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. Our students are the heart of our team at Ercall Wood Academy.

### Key Contacts:

Role:	Name:	Email Address
Assistant Principal / SENDCo	Mrs F Lewandowska	frances.lewandowska@lct.education
Lead Teacher for SEND	Mr R Hickman	ryan.hickman@lct.education
Deputy SENDCo	Mrs A Weaving	amanda.weaving@lct.education
Assistant to the SENDCo	Mrs J Leese	jane.leese1@lct.education

The SEND team can also be contacted by calling the Academy number 01952 387300

How do we support admissions for pupils with SEND?

If your child has an Education, Health and Care Plan you must apply online in the same way as mainstream admissions via the link below: [Introduction - Applying for a school place - Telford & Wrekin Council](#)

For a child who has an Education, Health and Care Plan the deadline is 31 October 2024

You are able to make preferences for a mainstream school or a special school. Information on all schools in Telford and Wrekin and the way in which they support special educational needs and disability can be found in their SEN information reports via the "find a school" button at [www.telfordsend.org.uk](http://www.telfordsend.org.uk)

The Local Authority is committed to inclusion and will endeavour to support children in mainstream schools wherever possible and appropriate. If your child currently attends a mainstream primary school it is important that where your first preference is a special secondary school then you name a mainstream secondary school for your second and third preferences. This is to increase your chances of being allocated a school that you have considered. You will want to consider carefully the views of your child's current school or setting and other professionals who work with your child when making a preference.

Telford and Wrekin Local Authority must comply with your preference for a maintained Local Authority school unless

the school is unsuitable to the child's age, ability, aptitude or SEN, or

- The placement would be incompatible with the efficient education of the other children with whom your child would be educated, or
- The placement would be incompatible with the efficient use of resources

School places are allocated in accordance with the Education Act 1996 and Children and Families Act 2014, which requires that a decision is made after taking into account the child's special educational needs, parental preference and the formal view of the schools requested.

Telford and Wrekin Local Authority is required to amend your child's EHC Plan by 15 February 2025 and name the secondary school your child will be attending from September 2025. If you do not apply for a place online we will:

- Consider all information available such as the most recent Annual Review and current EHC Plan;
- Proceed to consult with the closest appropriate school setting in order to secure a placement

It is therefore important that you apply on time to express a preference of a named school for your child. If we can't offer the school you told us is your preference, you will have the right of appeal to the Special Educational Needs and Disability Tribunal (SENDIST).

If you would like advice and support in your decision making Telford and Wrekin IASS (Information, Advice and Support Service) can provide comprehensive, quality and impartial advice to parents of young people and children with special educational needs.

<p>What types of SEND do we provide for?</p>	<p>We cater for a broad range of needs and disabilities that sit within the four broad areas of need: Communication and Interaction, Cognition and Learning, Sensory/Physical, Social Emotional Mental Health. Example of these needs includes, but are 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).</p>
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<p>How do we identify and assess pupils with SEND?</p>	<p>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 families and with our primary colleagues or colleagues from their previous school. Professionals from the Local Authority SEND team will also share key information in advance of an enrolment. We have a very robust and supportive transition process rooted in strong partnerships with our primary schools, supported by our dedicated SEND transition lead. 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 family or by the student themselves. This may include progress in areas other than attainment, for example, social needs. In these situations, we complete additional in-depth assessments with the SEND team. We include multi professionals for these assessments and make referrals to wider agencies as appropriate. All referrals are made in collaboration with parents and carers and with the student themselves. All provision is allocated based on need and students do not require a diagnosis for additional and different provision to be put in place.</p>
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<p>What is our approach to teaching pupils with SEND?</p>	<p>We maintain a focus on ensuring equality and inclusion is part of everything we do at our academy. We recognise that some students will need additional and different from their peers to enable them 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. Teachers are responsible and accountable for the progress of all the pupils in their class.</p>
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	<p>In line with our curriculum policy, high quality teaching is our first step in responding to pupils who have SEND. Teachers plan lessons and scaffold so that pupils with SEND can study each National Curriculum subject, wherever possible, by ensuring barriers are reduced and strengths are celebrated.</p> <p>With the support of the SENCo and appropriate outside agencies, the SEND team will provide interventions which are time bound and have a specific entry and exit criteria. The SENDCo team monitor interventions to ensure effective impact.</p> <p>Pupil Passports are our vehicle for supporting staff to maximise their inclusive teaching and utilise the information to inform their planning, delivery, and assessment. The Pupil Passport is designed to empower our young people, increasing understanding and self-advocacy. Our teaching staff create seating plans for each class, and students' key needs and strategies are annotated on these seating plans to support teaching and learning.</p> <p>Changes and additional context to drive and update passports feed into our weekly pastoral morning briefing with staff. Students' Pupil Passports are co-produced with the young people and their key workers and are reviewed at least termly, along with collecting family input.</p>
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<p>How do we adapt the curriculum and learning environment?</p>	<p>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 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 our academy.</p> <p>We will make necessary adaptations to meet student needs, including:</p> <ul style="list-style-type: none"> <li>• scaffolding the curriculum offer to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, and content of the lesson</li> <li>• adapting resources and staffing</li> <li>• using recommended aids, such as assistive technology, coloured overlays, visual timetables, larger font</li> <li>• pedagogical strategies, for example, giving longer processing times, pre-teaching of key vocabulary, increased live modelling</li> <li>• modification of the environment to meet physical, sensory and medical needs of a child</li> <li>• ensuring we have our accessibility plan on our website.</li> </ul>
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	<p>We have strong links with outside professionals who offer us and our student's advice and practical support as to how best adapt our environment. These professionals include, amongst others, Occupational Therapists, Teachers of the Deaf, Guide Dogs and our colleagues within the wider NHS.</p>
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<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>Our intention is that students with SEND have the same opportunities as other students in the school. We will always make reasonable adjustments to make this so.</p> <ul style="list-style-type: none"> <li>• All extra-curricular activities and school visits are available to all students, including before-and after-school clubs.</li> <li>• All students are encouraged to take part in the range of different competitions, celebrations and showcases depending on what they enjoy. This includes events such as sports days, school plays and special workshops.</li> <li>• Pupils are not excluded from activities because of their SEND. Some activities may need adaptations. If there are concerns about the participation of a pupil with SEND, schools will complete a safety plan (involving parents, carers and students) to identify risks and planned reasonable adjustments meet the needs and protect the student dignity, safety and the safety of others (if appropriate).</li> </ul>
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<p>How do we consult pupils and parents of pupils with SEND and involve them in their child's education?</p>	<p>Ercall Wood firmly believes that the link between home and school being strong is the best way to provide wrap around support for all students, but none more so than those with SEND. As stated earlier effective transition, working closely with our primary colleagues, the families and the young people themselves. We will have an early discussion with the pupil and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> <li>➤ everyone develops a good understanding of the student's areas of strength and difficulty</li> <li>➤ the family's views are valued and encouraged</li> <li>➤ everyone understands the agreed outcomes sought for the child</li> <li>➤ everyone is clear on what the next steps are.</li> </ul> <p>Communication between education, families and the students are integral to meet the needs of our young people. Across the academy young people have their Form Tutors and Pastoral Year Leads who offer excellent pastoral support and a valuable link for families to contact. We have allocated each student on our SEND register a Key Worker from the SEND team. The Key Worker contacts families to introduce themselves and explain their role in supporting our students. Parents then have a direct contact within the SEND team</p>
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	<p>whom they can speak to about any concerns or feedback on their child. Families, alongside SEND key workers and students, have co-produced the Pupil Passports. These Pupil Passports are reviewed termly with parental involvement, the termly report from subject based assessments and any intervention feedback is also reviewed during these periods.</p> <p>Alongside our Settling-In Evenings and our Family Consultation Evenings, the SEND department hosts afternoon teas for each year group for families of SEND students. These continue to be events where parents have the chance to get to know the SEND team, their child's Key Worker and crucially develop a strong parent support network. We also use these afternoon teas to inform parents of external support that might be available to them, for example representatives from the Autism Hub and SENDIASS.</p>
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<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review. Teachers work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:</p> <ul style="list-style-type: none"> <li>• the teacher's assessment and experience of the student</li> <li>• the student's previous progress, attainment and behaviour</li> <li>• the student's development in comparison to their peers and national data</li> <li>• the views and experiences of parents</li> <li>• the student's own views and</li> <li>• advice from external support services.</li> </ul> <p>A range of different methods are deployed for the Assess, Plan, Do, Review cycle depending on the presenting needs of the student. We use the academic data and the soft data. Those areas of progress that are traditionally harder to quantify are still valuable sources of evidence to support our review of progress. For some students we complete a termly review, using academic data, in class observations and general staff and family feedback. This review feeds into Pupil Passport updates and is then published with staff. With the students who receive intervention sessions these are baselined at the beginning of the progress cycle and reviewed at the end of the cycle before deciding next steps, alongside families and the student. For those working towards EHCP targets we share these with all teaching staff and ask for their input in helping us assess the progress a student is making. This is then used, alongside academic, soft data and feedback from additional interventions, to review both a student's progress towards outcomes and their ECHP. This formal review happens once a year, in line with the regulations with the SEND Code of Practice. We work with families to feedback termly, and in some cases far more frequently than that, depending on</p>
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	student need. Our work with families is ongoing, open and mutual; we value our relationships with our families.
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How do we support pupils moving between phases and in preparing for adulthood?	<p>We plan for a strong transition between different stages of our student's education to help them feel safe and continue to make progress. We share information with other schools at transition points. We work with parents/carers and students to identify what information will be shared.</p> <p>Transition will involve a range of activities depending on individual need, which would include:</p> <ul style="list-style-type: none"> <li>➤ Preparation for transition with additional visits, for example visiting after main school is closed to all students, to understand the size and layout of Ercall Wood, how to find classrooms, where breaks can be taken etc</li> <li>➤ Students being accompanied by a named adult as part of the transition arrangements</li> <li>➤ Our SENCO attending Year 6 annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or with complex needs</li> <li>➤ College/FE providers being invited to attend planning/annual reviews for students moving on to Post 16 provision</li> <li>➤ Linking with Future Focus team to support students regularly to offer advice on next steps</li> <li>➤ Local Post 16 providers coming to our events such as Year 11 Strategies Evening for parents and students.</li> </ul>
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How do we support pupils with SEND to improve their emotional and social development?	<p>Our teachers and wider support teams e.g. SEND and pastoral teams, closely monitor the emotional and social development of each student. Inclusive practice is key to our SEND provision at Ercall Wood. All students receive a wide range of opportunities to improve social development, through belonging to a tutor group, accessing extra-circular clubs, socialising during lunches and break times and so on. Some students then require additional and different support to improve their emotional and social development. Any member of staff can raise a concern, as can family or the student themselves. Concerns will be discussed with the student and their parents. Provision to support student's social and personal development 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. Additional support could come through taking part in social stories groups, ELSA (Emotional Literacy Support Assistant), 1:1 counselling support, land base (therapeutic growing space on site in our polytunnel) and in some cases accessing programs such as Build to Express.</p>
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<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>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 their individual needs. The specific needs of our students are discussed with staff in induction, through our coaching program, through weekly pastoral briefings and throughout the year. This ensures teachers are up-to-date and informed about the students they teach and remain professionally curious around SEND needs and the impact of those needs. In addition, all staff have access to Student Passports on our portal 'Provision Map'. We work closely with parents / carers, other professionals, and with the students to ensure the information is accurate, up-to-date and supportive. Our SEND team access additional training to support the needs of students. Training is reviewed annually to ensure the needs of the current cohort are being always prioritised. At present, we have Belay Support Workers for Autism, sensory impairment and SEMH, as well as Emotional Literacy Support Assistants (ELSAs). We also have 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 when the need arises, educational psychology support.</p> <ul style="list-style-type: none"> <li>• The SENCO will hold the relevant accreditation or be enrolled and taking part in the qualification</li> <li>• The SENCO is allocated time during the week to manage SEND provision</li> <li>• Belay support assistants and Belay workers have accessed training to deliver SEND provision</li> <li>• The SENCO attends Trust, local authority and wider SENCO Network meetings</li> <li>• Outside agencies are used to deliver in-school training where appropriate.</li> </ul>
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<p>How will we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>The SENCO will seek advice or support from outside agencies. External agency support is requested by the SENCO. Outside agencies will then provide support through school observations, assessment of individual pupils, attendance at annual reviews/multi-agency meetings and written reports. A representative from Ercall Wood Academy attends the SENDCo network briefings and receives regular newsletter updates 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 to gain an insight into the EHCP, needs assessment and Annual Review processes. The SENDCo works collaboratively with fellow SENDCos within the Trust to share expertise and advice and guidance. We also work closely with our attendance and safeguarding colleges. Where Ercall Wood educate students with SEND who are looked after, the SENCO will liaise with the appropriate social worker, Virtual School Head and range of multi</p>
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	<p>professionals to ensure needs are met. This will include invitation and involvement in all parent/carer events, the Annual Review processes and so on.</p> <p>Families can receive free, independent advice including support and mediation through SEND Information and Support Service SENDIASS Telford and Wrekin <a href="#">Telford SENDIASS   SENDIASS Telford</a> email <a href="mailto:info@iass.org.uk">info@iass.org.uk</a> call 01952 457176</p>
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<p>How do we secure equipment and facilities to support pupils with SEND?</p>	<p>Where a student requires further equipment or specific furniture or adaptations to the building, for example handrails, specific seating arrangements and so on, we will liaise with the appropriate outside agencies and the Local Authority as appropriate.</p> <p>When students meet the criteria, Inclusive Schools Forum (ISF) will be accessed as a source of funding for additional support eg a TA or specialist equipment such as Assistive Technology.</p> <p>An EHCP might also be requested with the Local Authority if the needs of the student are believed to require this level of ongoing support. An initial assessment, EHCP Needs Assessment, will be requested.</p> <p>We have direct lift access to all areas of the interior and exterior of the building but also understand that wider building access and modifications to our building are regularly reviewed. Our improvements, in line with the Equalities Act, are informed by student, parent and staff voice, as well as advice from the relevant Local Authority teams, for example the Sensory Advisory Service. We ensure we comply with our legal duties and are supported by Trust Reviews, Health and Safety reviews and so on. All relevant staff receive annual training on how to support students with physical disabilities in an emergency evacuation and anyone with individual evacuation needs has a personal plan in place.</p> <p>Full details of our Accessibility Plan can be found on our website, and here: <a href="#">accessibility-plan-2025-2026.pdf</a></p>
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<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>The effectiveness of our provision for students with SEND is evaluated in a regular and timely way by a range of different stakeholders. These stakeholders include the class teacher, SLT, SEND team, Trust Support, Governors and external advisors. The evaluations consider:</p> <ul style="list-style-type: none"> <li>• reviewing student's individual progress towards their goals each term</li> <li>• reviewing the impact of interventions after an agreed number of weeks</li> <li>• Collecting student voice by talking with students with SEND</li> <li>• lesson visits, work sampling, data analysis</li> <li>• using provision maps, Pupil Passports, individual education plans to measure progress towards goals and impact of identified outcomes</li> </ul>
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- holding Annual Reviews for students with Education Health Care Plans.

How do we handle complaints from parents of children with SEND about provision made at the school?

We firmly believe communication is key. If a family or young person is able, we encourage them to please let us know at the earliest opportunity.  
 Providing a high-quality education is of paramount importance and we believe that a close working relationship between the academy, student and family is crucial in achieving this. We actively seek to collaborate with parents / carers and are responsive to need and the very earliest opportunity. We are always happy to arrange a meeting or phone call to discuss a student's provision and how best to meet their needs. We will arrange for appropriate access, translation and ensure all barriers are removed.  
 If initial, informal concerns cannot be resolved, we have a robust Complaints Procedure from our Trust, LCT Details can be found here [lct-complaints-procedure-updated-apr24-002.pdf](#). Paper copies of the Complaints Procedure are available upon request.

What anti bullying measures do you have in place?

We have a strong proactive culture against bullying, including bullying against our students with SEND. Our approach towards bullying sits within our Behaviour for Learning [ewa-behaviour-for-learning-policy-2024-rt.pdf](#) and Child Protection and Safeguarding policies. [child-protection-and-safeguarding-policy-2024-2025-ercall-wood-academy.pdf](#)  
 We define bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. It is vital for all within our community that we have a shared understanding of bullying as this will benefit whole academy community including all our staff, students and their parents and ensure that bullying is not mis-identified and is spotted when it does happen. It is also important to understand that bullying is a group behaviour that involves a power imbalance. No longer do we understand bullying as a bully/victim role. It instead includes many individuals and understanding key character traits of these individuals will help when preventing and responding to bullying incidents. Where incidents of bullying are identified a bullying contract is drawn up between the academy and the perpetrator to monitor and protect both parties. This contract is reviewed subsequent to the six events to ensure that no further issues have arisen. Should the contract be broken clear guidance is given regarding the sanctions to be issued to the perpetrator.

Where can the LA's Local Offer be found?

Telford and Wrekin Local Offer can be found here: [www.telfordsend.org.uk](http://www.telfordsend.org.uk)

Other information	Our SEND policy can be found on our website and here: <a href="#">Ercall Wood Academy SEND Policy 2024-2025</a>
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**Glossary of Terms**  
 Below you will find a glossary of terms that you may hear regarding Special Educational Needs and Disabilities taken from the Telford and Wrekin Local Offer. Click on the red links below for more information:

ADD	Attention Deficit Disorder
ADHD	<a href="#"><b>Attention Deficit and Hyperactivity Disorder</b></a>
AS	Asperger syndrome
ASC	Autistic Spectrum Condition
ASD	Autistic Spectrum Disorder
BSAT	<a href="#"><b>Behaviour Support Advisory Team</b></a>
CAF	Common Assessment Framework
CAMHS	<a href="#"><b>Child and Adolescent Mental Health Service</b></a>
CCG	Clinical Commissioning Group
CDC	<a href="#"><b>Child Development Centre</b></a>
CIC	Child in Care
CYP	Children and Young People
DCO	<a href="#"><b>Designated Clinical Officer</b></a>
DCT	Disabled Children's Team
DfE	Department for Education
EHC	Education, Health and Care
EHCNA	<a href="#"><b>Education, Health and Care Needs Assessment</b></a>

EHCP	<a href="#"><u>Education, Health and Care Plan</u></a>
ELSA	<a href="#"><u>Emotional Literacy Support Assistants</u></a>
EP	<a href="#"><u>Educational Psychologist</u></a>
EPS	<a href="#"><u>Educational Psychology Service</u></a>
EYAT	<a href="#"><u>Early Years Advisory Teacher</u></a>
EYFS	Early Years Foundation Stage
EYIF	<a href="#"><u>Early Years Inclusion Fund</u></a>
HI	<a href="#"><u>Hearing Impairment</u></a>
IRC	<a href="#"><u>Initial Record of Concern</u></a>
ISF	<a href="#"><u>Inclusive School Forum</u></a>
ISPP	Inclusive School Provision Plan
ITT	<a href="#"><u>Independent Travel Training</u></a>
LA	Local Authority
LDA	Learning and Disability Assessment
LSAT	<a href="#"><u>Learning Support Advisory Team</u></a>
MLD	Moderate Learning Difficulty
MPFT	<a href="#"><u>Midland Partnership NHS Foundation Trust</u></a>
	<a href="#"><u>Neurodiversity</u></a>
OT	<a href="#"><u>Occupational therapist</u></a>
PfA	<a href="#"><u>Preparing for Adulthood</u></a>
PODS	<a href="#"><u>Parents Opening Doors</u></a>
RAS	Resource Allocation System
SALT	<a href="#"><u>Speech and Language Therapy</u></a>

SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and /or Disabilities
SENDIST	Special Educational Needs and/or Disabilities Tribunal
SEND IASS	<a href="#"><b>Special Educational Needs and Disabilities - Information, Advice and Support Service</b></a>
SIS	<a href="#"><b>Sensory Inclusion Service</b></a>
SLD	Severe Learning Difficulty
STEP	<a href="#"><b>SEND Transition in Education Partnership</b></a>
TAC	Team Around the Child
VI	<a href="#"><b>Visual Impairment</b></a>
YJS	Youth Justice System

Author:	Mrs Frances Lewandowska
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