



**A C A D E M Y
G R E A T B A R R**

Special Educational Needs
and Disability (SEND) Local
Offer, Information Report,
and Intervention Guide

Policy Owner	Laura Chamberlain
Approved by:	Local Governing Body
Date:	April 2021
Ratified by:	QAT Board
Next review date:	April 2022

The Special Educational Needs and Disability (SEND) Department caters for the needs of students with 'Cognition and Learning'; 'Communication and Interaction'; 'Physical'; 'Social, Emotional & Mental Health' difficulties. We aim to provide inclusive provision to all students identified with Special Educational Needs and Disabilities (SEND) to ensure that they participate fully in the life of the Academy and achieve all that they are capable of.

Our Vice Principal with responsibility for SEND is: **Mr A Slack.**

Our Special Educational Needs Co-Ordinator (SENCo) is: **Miss L Chamberlain.**

Our Assistant Special Educational Needs Co-Ordinator is: **Miss S Merchant**

The SEND Team is made up of four **Learning Support Practitioners (LSPs)**, six **Learning Support Assistants (LSAs)**, and one **Apprentice Learning Support Assistant.**

What do we do?

The SEND Department provides extra support for students who have difficulties with literacy (reading, writing, comprehension and spellings), numeracy, communication and interaction, speech and language, and those who require physiotherapy. We work closely with the Inclusion Support Team within the Local Authority and follow their recommendations.

Universal (Wave 1)

Quality First SEND Teaching is something that is embedded within the SEN Code of Practice and primarily focuses on the inclusion of **all** students through high quality, everyday teaching. It is a graduated approach which goes above the normal differentiation and learning arrangements provided within personalised teaching and ensures every student is able to access every lesson in a way they are able to achieve and progress.

- ✓ Lessons are highly focused with clear learning intentions;
- ✓ We have high expectations of student engagement;
- ✓ We create opportunities for students to succeed as well as being challenged;
- ✓ We provide opportunities for interactions for all students;
- ✓ We put an emphasis on learning through dialogue;
- ✓ We encourage students to take responsibility for their own learning;
- ✓ Regular use of praise to engage and motivate students through the use of Q-Points;
- ✓ Keywords are visible and referred to within lessons;
- ✓ We encourage the use of Literacy Mats, Dictionaries and Thesauri;
- ✓ We use visual aids within lessons;
- ✓ We teach note taking and study skills to prevent copying and develop independence skills;
- ✓ Clear, structured lessons with 'Do Now Tasks' and 'R&R';
- ✓ We vary classwork including independent, pair, and group work to support with developing independence as well as group work skills.

Targeted (Wave 2)

Exam Access Arrangements

Access arrangements enable students with Special Educational Needs, Disabilities or temporary injuries to access exams who would otherwise be unable to do so.

Access arrangements epitomise students' normal way of working and are not there to give candidates an advantage.

JCQ Guidance can be found [here](#).

One Page Profiles

A document agreed between staff and students which share individual strategies and recommendations for students to help inform teaching and learning.

Cognition and Learning (CL):

Renaissance: Accelerated Reader

- ✓ Accelerated Reader is a computer-based programme that helps staff monitor and assess the comprehension levels of students;
- ✓ Students choose a book based on their reading level and read it either on their own or to staff at their own pace. Once they have finished their book and been questioned by staff, they take a short quiz. Passing this quiz is a strong indication that the student has fully understood what they have read. From these results, staff are able to set goals and direct reading to their students.
- ✓ Students have a large selection of books to choose within the AR programme. This means they are able to choose the books they want to read, and in time, instil a greater love of reading.
- ✓ The books that students read are at their reading level. This ensures the books are accessible as well as challenging.

Further information on Accelerated Reader can be found [here](#).

Independent Learning Club

- ✓ 1:1 support completing Independent Learning;
- ✓ Tips for Independent Learning and revision planning;
- ✓ Opportunity for students to work with children in different Year Groups;
- ✓ Resources needed for Independent Learning will be available;
- ✓ Support will be also offered with handwriting, spelling, and comprehension in these sessions.

Toe-by-Toe

- ✓ A daily programme focussing on word sounds. This is often particularly effective for students who are identified as having Specific Learning Difficulties such as Dyslexia;
- ✓ Also useful for students who struggle to decode;
- ✓ It is highly structured using a multi-sensory reading manual and can be used by both staff and parents/carers.

Further information on Toe-by-Toe can be found [here](#).

Fresh Start

- ✓ A daily programme to teach students to read accurately and fluently with good comprehension;

- ✓ Teaches children to spell correctly and compose their ideas for writing step-by-step;
- ✓ Students write everyday rehearsing out loud what they want to write, using their knowledge of the alphabetic code and the 'tricky' words they have learned.

Further information on Fresh Start can be found [here](#).

Vocabulary and Inference Programme (VIP)

- ✓ A structured programme intended to develop vocabulary and improve comprehension.
- ✓ It fosters a positive attitude towards reading and comprehension and therefore improving self-confidence and self-esteem.

Numicon

- ✓ A maths intervention which has a multi-sensory approach to aid student understanding of mathematical concepts;
- ✓ Numicon is delivered on a 1:1 or group intervention;
- ✓ Students are tested first to identify what needs to be taught throughout the intervention;
- ✓ A visual, hands on intervention to enable students to manipulate shapes and understand students' progress through four stages: patterns; ordering; counting; and, early calculating.

Further information on Numicon can be found [here](#).

'Provision 3'

- ✓ This is a group for students who are working way below their expected attainment within Years 7, 8, and 9;
- ✓ The group has a maximum of 15 students in, and they stay together for almost all lessons;
- ✓ There is a Learning Support Assistant in most lessons to offer 1:1 support;
- ✓ The curriculum is adapted to the needs and understanding of the group;
- ✓ They spend several hours of their timetable in one Learning Room;
- ✓ This learning pathway mirrors closely the programme followed by their peers.

Communication and Interaction (CI):

SULP

The Social Use of Language Programme (SULP) is for students who struggle to understand the spoken language and social situations. There are weekly SULP sessions for Years 7-10 for one hour.

Year 7 & 8: A group to enhance and teach social skills fitting into today's society. Skills include:

- ✓ Eye contact
- ✓ Proximity
- ✓ Listening skills
- ✓ Personal strengths and weaknesses

Year 9: A group to enhance and teach social skills fitting into today's society. Skills include:

- ✓ Raising Self esteem
- ✓ Understanding emotions
- ✓ Body language

Year 10 & 11: A group to enhance and teach social skills fitting in today's society:

- ✓ Managing stress

- ✓ Tackling peer pressure
- ✓ Preparing for exams
- ✓ Planning revision
- ✓ Completing forms and documents
- ✓ Finding relevant information
- ✓ Self-assessment

All SULP sessions are planned according to the group's needs. Further information can be found [here](#).

Speech and Language

This is delivered on a 1:1 basis following recommendations from a Speech and Language Therapist. Further information can be found [here](#).

Life Skills

Life Skills is typically an ongoing intervention from Year 7 through to Year 10. We offer both 1:1 and group sessions in a range of Life Skills with topics which are age appropriate to our students.

Year 7 are taught essential life skills including:

- ✓ Road Safety
- ✓ Stranger Danger
- ✓ Following and giving instructions
- ✓ Friendships
- ✓ Telling the time
- ✓ Dressing
- ✓ Basic needs- Animal care
- ✓ Personal Hygiene
- ✓ Ordering food and drink
- ✓ Food Preparation
- ✓ Household Jobs
- ✓ First Aid and Getting Help in an Emergency

Year 8 are taught essential life skills including:

- ✓ Personal Hygiene
- ✓ Healthy Eating and Exercise
- ✓ Following and Giving Instructions
- ✓ E-Safety
- ✓ ICT
- ✓ Managing Money
- ✓ Shopping
- ✓ Cooking
- ✓ Physical Health
- ✓ Communicating Requests
- ✓ Mental Health
- ✓ Public Transport

Year 9 are taught essential life skills including:

- ✓ Puberty and Personal Hygiene
- ✓ Communicating Requests
- ✓ Using E-Mails and ICT

- ✓ Managing Money
- ✓ Friendships
- ✓ Healthy Eating
- ✓ Food Hygiene and Preparation
- ✓ Shopping
- ✓ Cooking
- ✓ Household Jobs
- ✓ Following and Giving Instructions

Year 10 cover topics including:

- ✓ Sexual Health
- ✓ Household Jobs
- ✓ Using E-Mails and ICT
- ✓ Careers support
- ✓ Writing CV's and Job Applications
- ✓ College Visits
- ✓ Managing Money
- ✓ How to revise
- ✓ Democracy

Travel Training

- ✓ Aims to help young people travel alone safely and become more independent in the wider community.
- ✓ There are four parts to this programme:
 1. Pre-red book ensures students are aware of general hazards on the streets and are aware of public safety as a pedestrian;
 2. Red book which involves indoor and outdoor activities where students are required to name and locate people and different locations within the Academy. Identify their personal information including an emergency contact. Students are required to use different types of crossings and travel to different destinations walking and using public transport;
 3. Amber book also involves indoor and outdoor activities. However, students are encouraged to be more independent and develop pedestrian and shopping skills out in the wider community.
 4. Green book involves students confidently communicating in the Academy, using the telephone, using pedestrian and public transport skills confidently.

Quiessance

- ✓ Involves building with Lego bricks, it is a multi-sensory, open-ended experience which can be tailored to individual needs;
- ✓ There are three roles: Engineer, Builder, and Supplier who need to work together and communicate effectively to build the Lego;
- ✓ It aims to improve students' confidence when communicating verbally with others.

Dyslexia Support

- ✓ Visual stress test to identify whether a coloured overlay supports with reading;
- ✓ Coloured books and overlays;
- ✓ Use of a Dictaphone to record class notes.

Social Emotional and Mental Health (SEMH):

SULP

See above.

Talkabout for Teenagers

A group work programme teaching social and relationship skills to teenagers.

Designed specifically for teenagers, this practical workbook provides ready-made material for running social and relationship skills groups with older children and young adults. This programme is divided into five, hierarchical modules: self-awareness and self-esteem, body language, conversational skills, friendship skills, and assertiveness skills.

Mentoring

Therapeutic Mentoring allows a Mentor to spend time 1:1 with a child working on achieving specific goals.

Emotion Coaching

- ✓ Coaching, supporting and training in age-appropriate behaviours;
- ✓ Interpersonal communication, conflict resolution, problem-solving;
- ✓ Relating appropriately to other children, adolescents, and adults, in recreational and social activities.

Resilience

- ✓ Aims to support students with their social, emotional and mental health needs by helping them to build resilience to cope with some of life's challenges.
- ✓ Students are taught different coping strategies which can help them in everyday life which ultimately leads to an improvement in their emotional and mental health.

Sensory and Physical (SP):

Touch-typing

- ✓ Touch-typing is the ability to use muscle memory to find the keys fast, without the sense of sight, and with all the available fingers.
- ✓ It significantly improves typing speed and eliminates errors for students who have a word processor during examinations.

Physiotherapy

- ✓ Students will have the opportunity, with an LSP, to carry out physiotherapy routines prescribed for them;
- ✓ Members of the SEND team are trained to deliver physiotherapy following guidance from occupational therapists.

Further information on physiotherapy can be found [here](#).

Specialist (Wave 3)

Lunch time supervision

Members of staff from the SEND department are on duty during lunchtime as a port of call for any students that may need support.

In class support

This supports our students with Educational Health Care Plans in accessing the curriculum effectively and helps develop independent learning skills. Our LSAs regularly have refresher training on specific special educational needs so they can use relevant and up-to-date strategies to support out students.

Key Worker

- ✓ Students with an Educational Health Care Plan will be given an LSA or LSP as their Key Worker, this is a key adult in the Academy they can go to if they need something. This person is an important contact for parents/carers and will be a voice for the child within the Academy;
- ✓ They will regularly monitor the progress of the child and support staff with strategies and success stories;
- ✓ In some circumstances, children without an EHCP may be allocated a Key Worker.

Speech and Language Support

Helps students reach their full potential in supporting in developing their speech and communication skills.

Further information on Speech and Language support can be found [here](#).

Visual Impairment Team (VI)

- ✓ Gives advice to staff, therapists, and support staff on teaching strategies and modifications to the curriculum;
- ✓ Provide large print and braille versions of curriculum materials;
- ✓ Information and guidance for parents/carers;
- ✓ Monitoring progress, attending reviews, and reporting to parents/carers;
- ✓ Teaching specialist skills such as signing and reading braille;
- ✓ Advice for special arrangements for exams and assessments.

Hearing Impairment Team (HI)

- ✓ Providing and checking the correct functioning of equipment, for example: hearing aids and radio aids;
- ✓ Gives advice to staff, therapists, and support staff on teaching strategies and modifications to the curriculum;
- ✓ Information and guidance for parents/carers;
- ✓ Monitoring progress, attending reviews, and reporting to parents/carers;
- ✓ Teaching specialist skills such as signing and reading braille;
- ✓ Advice for special arrangements for exams and assessments.

Further information on the Sensory Support Team can be found [here](#).

Before being selected for any programme of intervention, students will go through a process of assessment to decide on the most appropriate course for them. Participation in interventions often involves students being withdrawn from their lessons to work in our multi-purpose Inclusion Learning Room. The progress of students within interventions are regularly assessed by the leading LSP, and monitored by the SENCo.

The SEND Staff provide both academic support and pastoral care to many students with identified Special Educational Needs whether they have academic, physical, or social or emotional needs.

External Agencies

In order to provide the best support for our students, the SEND department work alongside the following agencies:

- ✓ Sandwell Inclusion Support (further information can be found [here](#))
- ✓ Child and Adolescent Mental Health Service (CAMHS information can be found [here](#))
- ✓ Special Educational Needs Advisory Teacher for Learning (SENAT-L)
- ✓ Special Educational Needs Advisory Teacher for Social, Emotional and Mental Health (SENAT-SEMH)
- ✓ Special Educational Advisory Teacher for Specific Learning Difficulties (SpLD)
- ✓ Educational Psychologist
- ✓ Speech and Language Therapist
- ✓ Occupational Therapist
- ✓ Sensory Support Team- Hearing Impairment and Visual Impairment
- ✓ Complex Communication and Autism Team (CCAT)

Further Information & Parental Support Services

Local Offer:

<http://www.sandwell.gov.uk/send>

SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND IASS:

<https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwell-iass/>

Sandwell Parent Partnership:

<http://www.sandwellparentpartnership.clicksetgo.co.uk/index.php>