




**Corngreaves Academy**  
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# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT POLICY**

<b>Policy Start Date</b>	<b>September 2024</b>
<b>Policy Review Date</b>	<b>September 2025</b>
<b>Policy Ratification/Review Date</b>	<b>Awaiting ratification from Governors</b>
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## **SEND Information Report 2024-25 for Corngreaves Academy**

in accordance with section 65(3) of the  
Children and Families Act 2014

### **1. What kind of special educational needs provision is accessible for children at Corngreaves Academy?**

Corngreaves Academy is a fully inclusive school, which ensures that all pupils achieve their best; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. We aim to equip our children with the skills they need to be part of the community and to be able to advocate for what they need to succeed.

### **2. How do we identify children who may have a SEND need?**

Children entering our Pre-School/Reception are screened using the WELLCOMM language assessment and have a Baseline assessment. Right from the start, this allows us to see if a child is not working at a level typical for their age. Class teachers and the SENDCo observe the children frequently to identify other areas where additional support may be needed.

Pupil Achievement Meetings are held every term from which we track and identify children who are not making expected progress. Wave 1 Teaching is addressed first through adaptations and scaffolds then, if necessary, interventions are implemented and monitored to ensure that the child makes accelerated progress. If during Achievement Meetings, or during discussions outside of this time, it is felt that a child has a SEND, assessments are completed to identify if the child should be placed on the SEND register. We use A2E continuums to measure steps of progress and to address gaps the child may have in their learning.

Parents are consulted as soon as a concern is raised and consent will be sought before adding a child to the SEND register or seeking Inclusion Support involvement.

### **3. What provision is made for children with SEND; with and without an EHC Plan, in respect of:**

#### **a) How is the intervention/support monitored as to its effectiveness?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly Pupil Achievement Meetings. Our provision maps track progress over time and allow us to identify effective interventions. Wave 1 Teaching

and Interventions are monitored by the SENDCo for delivery and effectiveness on a termly basis. Children are set measurable exit criteria, so we are clear when

## **b) What are the school's arrangements for assessing and reviewing progress of children with SEND?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly Pupil Achievement Meetings and in termly intervention progress meetings. Our provision maps track progress over time and allow us to identify effective interventions and our termly Pupil Achievement Meetings review the impact interventions are having in the classroom on children's progress. We use a range of assessment tools at Corngreaves Academy and they include:

- Toolkit Progress Tracker (A2E Continuums)
- PIRA & PUMA tests
- WELLCOMM Early Years
- WELLCOMM Primary
- Phonic Screening
- RWi Phonics Assessments
- Boxall Profile (for SEMH needs)
- Cherry Trees Branch Maps
- Multiplication Check (including TT Rockstars heat maps)

The Toolkit Progress Tracker is a tool we are now using to assess how much progress our SEND learners are making. It will allow us to very clearly identify how the children are moving through the bands within the different areas. It will also allow us to identify where we need to focus teaching within particular strands.

Children requiring an Individual Provision Map will be set termly targets. These will be monitored and their achievement assessed at the end of each term, alongside the child's parents and new targets will be set for the following term.

## **c) What is the school's approach to teaching children with SEND?**

We are a fully inclusive school which ensures that all pupils achieve their full potential. This may be through scaffolding an adaptation to lessons, small group work or through 1:1 intervention. At Corngreaves, we strive to create a balance between high expectations for our SEND pupils and ensuring they get the support they need. It is our ultimate goal to guide children with SEND to become independent learners and equip them with the skills so they are prepared for their next stage of education.

All classrooms are fully inclusive and ensure children have access to any equipment that they need. The EEF Five a day approach is implemented across school, as this is best practice for children with SEND and ensures they can access wave 1 and timely interventions.

#### **d) How does the school adapt the curriculum and learning environment for children with SEND?**

As a whole school, Corngreaves have introduced the Rosenshine Principles and the MITA Project principles, which are all developed to reduce cognitive overload. These theories are suitable for all of our children, but especially our SEND children. Our aim is to ensure that all of our children feel successful, regardless of their ability. The curriculum and teaching sequences are adapted to meet the needs of the individual and are delivered in chunks with an appropriate level of instruction. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children through Wave 1 Teaching and Wave 2 and 3 interventions. Through the use of the SEND A2E continuums, learning is holistic for the child and progress is made during tightly focused interventions and then transferred back into the classroom. The school operates a SEND friendly environment through the use of accessible workstations, visuals and other resources to ensure children with SEND are fully included and equipped to make progress. Our classrooms adopt a, "less is more" ethos, to enable children with SEND to access the information they need and to ensure the environment is not distracting.

#### **e) What additional support is available for children with SEND?**

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff.

#### **f) What support is available for ensuring the emotional and social development of pupils with SEND?**

All year groups receive PSHE lessons every week, which supports SEMH need through Quality Wave 1 Teaching. The school has also obtained Sandwell's SEMH Charter Mark. Alongside this, we also offer a 'Safe Space' within every classroom for children to access when they need to. With an introduction of Conscious Discipline to our school behavior policy, children are becoming the problem solvers and staff are focusing on the positives and being the facilitators. This has meant that Corngreaves has become a much calmer and more well-balanced environment. This, in turn, has had fantastic outcomes for those with SEMH needs. Those children with more complex needs are offered bespoke SEMH sessions where they are taught about emotions using visuals, Makaton and Social Stories. We also have a trained trusted adult who is trained and takes a selection of children who require further SEMH support, personalised to them. We BOXALL profile all children in school and those that require it, have access to nurture sessions.

#### **4. Who is the named SEND contact?**

Mrs Leanne Timmins  
Corngreaves Academy  
Plant Street  
Cradley Heath  
West Midlands  
B64 6EZ

Tel: 01384 569333

Email: [leanne.timmins@corngreavesprimary.org.uk](mailto:leanne.timmins@corngreavesprimary.org.uk)

## **5. What specific expertise is available to children with SEND?**

All staff delivering interventions are appropriately trained. We are also supported by an outside team of experts from Inclusion Support – Sandwell's SEND Support Service. They are:

- Stephanie Holden – Educational and Child Physiologist
- Michelle Duke - Special Educational Needs Advisory Teacher – Learning and SpLD
- Amanda Barrie - Special Educational Needs Advisory Teacher – SEMH
- Ruth Tipping- CCAT
- Joanne Shaw- Early Years Inclusion Support

We can also access through Inclusion Support, support from their very specialist services as and when we need them, which are:

- Preventing Primary Exclusions Team
- Sensory Support Service (Hearing & Visual Impairment)
- For Speech and Language, Occupational Therapy, Physiotherapy and CAMHS, we are supported by a team of experts who are deployed to work with our school staff, once parents have made a referral to the service via the FASTA email form.
- TAC access to a counselling service

## **6. What specialist equipment and facilities are there for children with SEND?**

Children who are on the SEND register receive a purple pack to use in the classroom, as well as a . This pack contains equipment and resources to support and enhance their learning experience, e.g. a reading card, speed sounds mat, letter and number strips. Additional SEND resources are also available in our SEND base for more bespoke/individual needs (e.g. pencil grips, foot supports, wobble cushions etc) and a range of resources and books to support staff members.

## **7. What arrangements are there for consulting and involving parents of children with SEND?**

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, parent's evening, provision map discussions, progress reviews and yearly written reports. Parents are invited to be involved with target setting and discuss provision at the start of the term with their child and class teacher. They are also invited to review these targets at the end of the term. The school also operates an open-door policy at all times with a non-class-based SENDCo available for discussions four days a week (Monday, Wednesday, Thursday, Friday). Parents are able to book a parents evening appointment both with their child's class teacher and the SENDCo, three times a year, alongside termly SEND Coffee afternoons with relevant professionals.

## **8. What are the arrangements for consulting children with SEND about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. SEND children and their parents are aware of their personalised targets and meet termly with their class teacher to discuss

provision and progress. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. Where possible and appropriate, children are able to be included in meetings (such as a CAM) to discuss their feelings, targets and needs. A yearly one page profile is completed with the child, so they are able to make staff aware of the best ways to support them and to celebrate the things they are good at.

**9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to their Class Teacher and then the SENDCo. If they are still not satisfied, they can speak to the Headteacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Headteacher, the parent would be directed to the school's Chair of Governors and/or complaints procedure.

**10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?**

In order to meet the individual needs of a child, the school will work with and seek advice from an Educational Psychologist, Advisory Teacher for SEMH or Learning, Speech and Language Therapist or NHS health colleague to support the child's academic and social progress. The Headteacher and the SENDCo have an annual Service Agreement Plan (SAP) meeting at the start of the year and an interim review meeting at the halfyear point to discuss the involvement of any outside agencies and to co-ordinate the support needed.

**11. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32?**

Inclusion Support 0121 569 2777

CAMHS 0121 6126620

Special Educational Needs Service 0121 5698366/0121 5698493

Sandwell SEND Information and Advice Support Service (Previously Parent Partnership Service) 0121 555 1821

*FASTA (self-referral for Speech and Language, Physio therapy and Occupational Therapy) – please contact the SENDCo to send the referral form via email.*

**12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?**

- Consultation with parents or carers in how we can best meet the emotional needs of the child;
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child;
- Opportunities for the child and parent to have supported visits to the new situation;
- The school's SENCo always passes on SEND information to new schools and in the case of the Year 7 transition, formal meeting are arranged between the SENDCo, the Year 6 teacher and the new school. The school is trained on Sandwell's Transition Plus Pathway.

**13. Where is the Local Authorities Local Offer published?**

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>