



West Coventry Academy

SEND Information Report

2024-2025

Dated: September 2024
Review date: July 2025



1. What is the purpose of this report?

The aim of this information report is to provide information as to how we support all students at West Coventry Academy to do their very best and enjoy school. This report complies with the Special Educational needs and disabilities (SEND) legislation and it outlines how we provide support to all SEND students. Our SEND report is updated annually and contains changes to the information occurring during the year.

This report complies with section 69 of the Children and Families Act 2014 and is reviewed and updated annually. It also complies with and contains the SEN information specified in Schedule 1 to the Special Educational Needs and Disability Regulations 2014 – paragraphs 6.79 to 6.82 of the SEND code of practice: 0 to 25 years.

This information report additionally gives information regarding:

- arrangements for the admission of disabled pupils
- steps the school has taken to prevent disabled pupils from being treated less favourably than other pupils.
- facilities it provides to help disabled pupils access the school

2. What is the school Vision for SEND and inclusion?

Our school vision is linked with the ATLP SEND policy which states that Children are at the heart of everything we do and this underpins every intervention that we run. At West Coventry we believe that teachers are the most effective intervention for all children and encourage in class provision. Our vision is to see all students accessing mainstream lessons, removing barriers and adapting teaching to support this. The Send and intervention department (SID) team, work with Heads of Departments and teachers to ensure that SEND is supported primarily through quality first teaching. All our teaching/support staff know their children well and maintaining high expectations, with equity at the heart of what we do.

3. What types of SEND does the school provide for?

The SEND Code of Practice set out four areas of special educational needs:

- Communicating and interacting



- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Some children and young people may have SEN that covers more than one of these areas. Each child that has been identified as needing support will be identified with one of the above needs and if they have multiple needs this will be identified on each student learning plan. Currently, our highest level of need within the school is Autism and so our support is tailored to meet this need. If our cohort changes then our resources will be adapted accordingly.

4. How does WCA make provisions for a child with Additional Needs?

At West Coventry Academy, each child that has been identified on the SEND register has a Learning Plan and Pupil Passport. The learning plan contains information about a child's identified need, strategies to support the teaching and learning strategies. This document also contains access arrangement information and key information that will need to be shared with staff to ensure that the child feels safe and able to learn. The pupil passports allow opportunity for the Pupil, Parents/Guardians and Professionals to share their views on one document to help staff effectively plan their lessons to remove barriers to learning.

In addition to this we use a three-tier approach to SEND that includes universal, targeted, and specialist support:

- Tier 1: Universal support: All children with SEND receive universal support with quality first teaching, a learning plan, classroom based interventions with teachers and pastoral staff
- Tier 2: Targeted support: This tier is implemented when a child is unable to make academic progress in lessons and need to be either removed from lessons to access a 4-6 week intervention block to be able to catch up with their peers. The progress of each intervention is carefully monitored and decisions are then escalated or de-escalated depending on progress.
- Tier 3: Specialist support: This is the most intensive level of support which is identified for children that are unable to make any progress in school and have been identified as struggling having failed all forms of interventions. At this stage students access outside agencies to help to identify what the barriers are and work with the school to remove them. For some children at our school this would lead to require a detailed 'My Plan' of support with involved further input from the parents.

5. How are children identified as having a SEND need?



At West Coventry academy A student is identified as having a SEND need using the following definitions from the Code of Practice:

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

In order to help us identify support we monitor the Academy's SEND Criteria that takes into account the following areas:

- Reading age
- Attendance
- Number of internal or external provisions that have been accessed over the previous 12 month period
- Negative Classchart points
- Progress seen during interventions
- Termly progress data
- Diagnoses requiring extra provision
- Students pending a diagnosis who require extra provision
- Reports or assessments made prior to a student starting at the Academy.
- Speaking to the parents of the students who may have additional needs.
- Meeting with students who have been highlighted through observations or teacher feedback.
- GL and baseline assessments.
- The Academy Referral and Monitoring process which incorporates the graduated approach.

If a child is not making progress in any of these areas or have been observed as needing support, then the SENDCO will observe the student and identify a pathway of intervention. At each stage of the intervention pathway, we will be able to identify levels of needs using the 'graduated approach'.

6. How will I know that my child is making progress?



The progress of all students, including those with SEND, is monitored, assessed and reviewed regularly using data in each subject area. Parents receive a copy of the student's latest attainment levels through school reports at least once per year. Learning plans are instrument in supporting the progress made by children of SEND and this is regularly checked by staff.

7. How do we assess and review the process?

At West Coventry Academy we follow an Assess, plan, do review model for each child on an intervention pathway. The Assess, Plan, Do, Review (APDR) cycle is a four-step process that helps schools meet the needs of children and young people with special educational needs (SEN):

- Assess: Identify the child's needs
- Plan: Create an individual plan to meet the child's needs
- Do: Put the plan in place, monitor it, and adjust it
- Review: Check how well the support is working and make changes if needed

The APDR cycle is also known as the graduated approach. It's a key part of the graduated response to meet the needs of children and young people with SEN. The cycle can be repeated as many times as needed to help the child or young person progress.

When using the APDR cycle, it's important to prioritize and carefully consider the views of the child and their family. It's also important to ensure children and young people are given time to adjust to new interventions

8. How will I know if my child is receiving SEND support?

If your child is identified on the SEND register, each term you will receive an email with a link to access your child's learning plan. To comply with GDPR regulations, learning plans are not emailed out to parents but a link is sent out with a separate password to allow you to access your child's learning plan via provision map. As a school we communicate what tier your child is on and we will request your permission for Tier 3 interventions.

If a student is identified as having a SEND need, the school will contact parents/carers. An invitation will be arranged for parents/guardians to comment on the learning plans to add their views to inform their child's learning.



Identified SEND students will have a learning plan to support them in school. The learning plan is reviewed and updated accordingly every term. SEND students will meet with a member of the SEND/Intervention department to discuss their plan. The plan is then shared with staff and parents. This ensures all stakeholders are involved and have an understanding of the plan.

9. Is there any extra support to help students with SEND in their learning?

Where there is a lack of progress, additional support may be needed. Any support provided will always be considered in the light of the type of need, the purpose of the support and expected outcomes. Students with SEND might be supported in any of the following ways:

- Individual or small group work (which may take place out of mainstream lessons or before school)
- A specialist class or group
- In-class support from an Education Assistant
- Access Arrangements for examinations, based on need, history of need, and whether it is the student's usual way of working;

If appropriate, the advice and support and Intervention of outside agencies can be sought. The school works with:

- The Complex Communication Team (CCT)
- The Social Emotional Mental Health and Learning Team (SEMHL)
- Looked After Children's Education Service
- Educational Psychology Service
- CAMHS
- Mental Health and Schools Team

and can support or may suggest referrals, where appropriate, to:

- School Nursing Service
- Integrated Primary Mental Health Team
- Compass Aspire (Self-esteem, alcohol and drug awareness)
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care
- The local Family Hub (Mosaic)
- MHST (mental health school team)

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips, performances, and social events. We have several after school activities, which are open to all children. Should any child need support to



access these activities, school will make the necessary arrangements. We have regular educational visits and residential trips. Where necessary extra support is put in place to enable all students to access these visits. When visits are about to take place, necessary support is discussed with parents prior to the visit. The Arthur Terry School follows the criteria of The Single Equality Act 2010, SEND COP 0-25 years 2014 and The Children and Families Act 2014

11. How will the school Ensure Equal Access to a Broad and Balanced Curriculum

The Academy complies with its duties under the Equality Act 2010 and the Special Educational Needs and Disability Regulations Act 2014 to ensure that students with disabilities or special education needs are properly supported so that they have full access to education.

Where needed, the SENDCO will coordinate the provision of education for pupils with Special Educational Needs by:

- Working closely with parents/carers as well as students to ensure our provision is meeting need.
- Using the support of external professionals to review our current provision for identified students making changes as required.

We have a facilities room and toilet/shower room for students with additional physical needs. All our extra-curricular activities, residential trips and internal events/activities are available to all our students. No student is excluded from taking part in these activities because of their SEND needs.

For additional information, please refer to the accessibility plan.

12. How are Resources Allocated at West Coventry Academy?

The Head teacher allocates funds and resources in consultation with the Assistant Headteacher for Inclusion and the SENDCO in order to meet the needs of the students.

Reasonable adjustments are made so that students with special needs will have opportunity to take part in the school activities appropriate to them.

13. Will my child have support during Transition or admission to the school?

Admissions for students with SEND follows the whole school admissions procedure. In order to support the transition of SEND students we offer the following:

- TA support on transition days
- Student observations and the offer of EP involvement as required



- Guided tours for students with an EHCP
- Tours for groups of primary students with SEND, if required
- ASD support to link with students who have a diagnosis
- Opportunity to liaise with Primary SENDCOs prior to and following transition days
- Meetings between Year Leads and SEND team
- Liaison with the SENDCOs and parents of feeder schools as required
- Liaison with staff at ongoing educational provisions as required
- Career support for identified individuals

14. Where can I find information about the school's SEND policy, or other policies?

For all policies please visit: <https://atlp.org.uk/about/policies/>

School Send Policy: <https://westcoventry.atlp.org.uk/about/policies/>

15. Who do I contact if I want to find out more about SEND support?

Please contact SEND Administrator Angela Fenn on the details below:

- Tel: 024 76 426200 Extension 1011
- Email: staffabf@westcoventryacademy.org