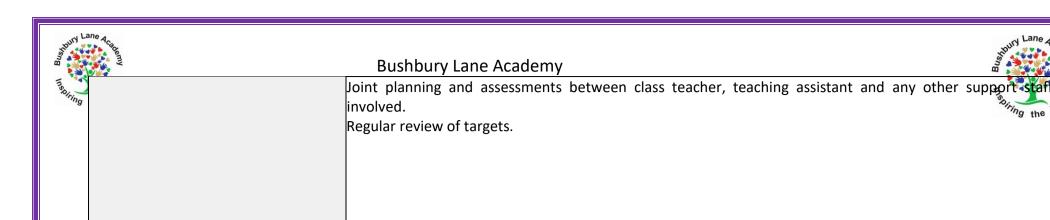




# SEN Information Report

#### Last review October 2024 - 2025 Next Review – September 2025 - 2026

1. The kinds of special educational	Bushbury Lane Academy is a mainstream inclusive school.
needs for which provision is made at	The SEN support is provided for pupils across the four areas of need as laid out in the SEND.
the school.	Code of practice 2014 -
	Communication and Interaction. Cognition and Learning.
	Social, emotional and mental health issues. Sensory and/or physical needs.
	Provisions are made for children with SEN for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, autism, diabetes, epilepsy, dyslexia and dyspraxia.
2. Information about the school's polices for the	All children are assessed when they join our school, so that we can build upon their prior learning.  Evidence is used from:
identification and assessment of pupils with SEN.	Information from previous school, SATS results, Baseline assessments, teacher assessment, interventions and cohort trackers.
	Pupils whose language is not English will have a first language assessment or a new arrival to the country assessment.
	If assessments show that a child may have learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active participation.
	Where children need additional support in order to support their learning, group targets are set as part of the Provision Map.
	Children who need support beyond this are given individual targets on Early Years/School Pre EHC Plans 1 and 2.







The SENCO's role is to: -

Co-ordinate the operation of the SEND Policy.

Liaise with and advise all staff who work with children who have a Special Need.

Co-ordinate provision for children with SEND including those with a EHC Plan.

Co-ordinate Annual Reviews for children with EHC Plan.

Oversee the records of all children with SEND.

Liaise with parents of children with SEND.

Contribute to the in-service training of staff.

Liaise with outside agencies e.g., Educational Psychology Service and support agencies, health and social services.

Provide the Governing Body with a SEN Annual Report Liaise with and advising fellow teachers.

Liaise with the Head Teacher on the deployment of the SEND budget.

maintain SEN resources across Early Years, Key Stages 1 and 2 and replace as necessary Attend regular SEN meetings with the Head Teacher.

Support staff to evaluate targets and advise on next steps. Liaise with new schools to ensure smooth transitions.

Links with External Agencies

Bushbury Lane Academy School is part of an Academy Trust – Reach2.

Other support comes from: -

Special Needs Early Years' Service – SNEYS

Speech and Language Therapy – SALT

Education Psychologist - EP

Outreach Services



Information about the school's Teachers have a termly meeting to discuss the progress of all the children in their class. The effective polices for making provision for pupilsthe intervention groups is evaluated and are updated to meet the needs of the children. with SEN whether pupils have EHC

Plans: -Arrangements include:

How the school evaluates the effectiveness of its provision for such pupils.

Data tracking to ensure pupil progress. Observations, learning walks, monitoring.

Pupil Voice interviews

Early Years and School Pre EHC Plans, EHC Plans and reviews. Parents / carers meetings The school's arrangements for Joint planning and assessments between Class Teacher and Teaching Assistants Regular review of targets.

assessing and reviewing the progress Provision for pupils with SEN includes:

of pupils with SEN.

High quality first teaching through adaptive teaching and differentiated planning where appropriate. Teaching Assistants work in the classroom to give support.

Teaching Assistants work with small groups and 1:1 to give support and implement provision.

Resources adapted so they are easily accessible to and for all children. Specialist equipment. Multi –sensory

approach

The school's approach to teaching pupils with SEN.

Accessibility for all pupils.

Additional adult support if required during SATs. Adaptive teaching differentiated resources and learning

styles.

How the school adapts the curriculum and learning environment for pupils with SEN.

Access to a supportive environment

Use of visual timetables where appropriate Access to laptops. /iPad Key text enlarged where necessary.

Pre-Teach, Re-Teach, Revise and Personalised interventions are implemented in the moment to address misconceptions plug gaps in learning.

Pre- teaching of strategies and vocabulary. Widget Visual Aid platform.





Specialist equipment to access the curriculum. Smart boards in each class.



Additional support for learning that is available to pupils with SEN.

Strategies to Support Literacy

Small group support in class through Guided Reading.

1:1 literacy supports each day for a small number of children. Small groups extra literacy support for all classes.

RWI/Phonics interventions

Personalised targets

Strategies to Support Numeracy

Small group support in class through guided teaching. Maths interventions.

Personalised targets.

1:1 tuition for a small number of children.

Teaching Assistants work with individuals to give personalised support. Resources are provided to support personalised learning and interventions.

Strategies to Support Speech and Language.

Interventions from Speech and Language Therapy Services.

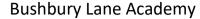
Implementation and delivery of Speech and Language programmes by trained teaching assistants in school where applicable.

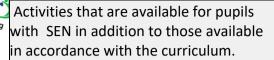
Symbols to aid comprehension.

A member of Foundation Stage staff is ELKAN trained.

Strategies to Support Occupational Therapy / Physiotherapy Needs Interventions from Occupational Therapist / Physiotherapist.

Delivery of planned Occupational Therapy / Physiotherapy programmes when needed Targets implemented into class P.E. session where possible. 'Cool Kids' programme is used in Foundation Stage





Support

that

mental health of pupils with SEN.

Pupils with SEN have access to all the facilities/ activities offered to all children.

The School Curriculum and out of school activities are fully inclusive and accessible to all.

Arrangements for pupils with SEND are made as required.

Trips out or visitors in are organised termly and link with the year group topic. It is hoped all pupils will attend and additional support is organised if needed. Pupils with SEND have full access to the after-school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.

Pupils and parents are supported by: - An anti-bullying policy.

Small groups for confidence building / Anger management groups with a cluster group Learning Mentor

for School Council Pupil Voice available

improving the emotional, social and 'Open door' policy for parents' Individual support for each child Referral to appropriate agencies Termly review meetings.

Use of school's behaviour policy and PSHE policy

Strategies to Develop Independent Learning Individualised targets.

Easy access to resources Scaffolding/differentiation.

Additional SEND resources in class which allow the children to focus on their learning.

Encouragement to move their learning forward.

Mentoring Activities

Use of learning partners

Support from Cluster Group Learning Mentor

Medical Interventions Staff trained in First Aid

Implementation of Health Care Plans

A number of staff have attended specialist healthcare training - e.g., diabetes, epilepsy, hearing impairment.

Access to the school nurse.

# The name and contact details of the SEN Cocoordinator.





Mrs Nicole	Mukanga	
Telephone	Number –	01902 556486

of staff in relation to children and young people with SEN and how the specialist expertise will be secured.

5. Information about the expertise and training SENCO keeps updated on a regular basis through Network meetings and training.

All new members of staff receive in-house training with regards to SEND Policy and procedures.

Staff are trained in:- First Aid

SenCo has received Early Help Training

Specialist external agencies to support children in school include: -

Educational Psychologist, Special Needs Early Years' Service, Speech and Language Therapists, Education Welfare Officer.

6. Information about how equipment and facilities to support children and young people with SEN will be secured.

Liaison with the above agencies and parents to appropriate equipment and advice required for individual pupil's needs.

School has a disabled toilet, disabled parking bay and a ramp outside the main school entrance and Foundation Stage

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding

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W     W	<b>₹</b>	Bushbury Lane Academy
9	7. The arrangements for consulting	Our parents of children with special needs are treated as partners and as such we enable and empawer them,
ng .	parents of children	to:-
	with SEN about, and involving such	Play an active and valued role in their child's education.
	parents in, the education of their child.	Have difficulties identified early with appropriate intervention to tackle them.
		Have a real say in how their child is educated.
		Have knowledge of what they can expect for their child as of right.
		Have access to information advice and support during assessment and decision making. Liaise
		with the school and a wide variety of professionals. Link with specialist family support workers.
		To this end school will: -
		Inform parents of initial concerns.
		Discuss subsequent targets, reviews and any concerns with parents at least termly.
		Inform parents at the outset of the Wolverhampton Information, Advice and Support Service and the
		range of support it can offer them if they wish to take advantage of it. Provide an 'Open Door' policy.
		Every effort is made to contact parents of children who we feel need to be monitored or give SEN Support
		by: -
		By letter
		Parents evening
		Parental interview
		Telephone
		Log in details and access to SEN Support Plan
	8. The arrangements for consulting young	At an age deemed suitable for each individual child they are involved in setting their targets and participate
		in their Annual Review by the completion of a questionnaire as to how they think they have progressed.
	thair aducation	Attendance at the Annual Review is also seen as important for the child, but is dependent on their individual
		age, willingness and ability to attend.



the pupils with SEN and in supporting

their families.

## Bushbury Lane Academy



9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.  10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of		
treatment of complaints from parents of pupils with SEN concerning the provision made at the school.  10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary can then be made with the Head Teacher and the SENCO to discuss the problem, further. In the unlikely event of a solution still not being found, the SEN Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.  Referrals are made to the MAST team	9. Any arrangements made by the	Initially a complaint will be directed to the class teacher who will ask the nature of the complaint and if
pupils with SEN concerning the provision made at the school.  10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary  In the unlikely event of a solution still not being found, the SEN Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.  Parents are signposted to the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.  Referrals are made to the MAST team	governing body relating to the	possible, deal with it informally at this level. If this does not lead to a successful outcome an appointment
provision made at the school.  attend a meeting. Help can also be requested from any external agencies involved and the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.  10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary help can also be requested from any external agencies involved and the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.  Referrals are made to the MAST team	treatment of complaints from parents of	can then be made with the Head Teacher and the SENCO to discuss the problem, further.
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health and social services, local Referrals are made to the MAST team authority support services and voluntary	10. How the governing body involves	Parents are signposted to the Wolverhampton Information, Advice and Support Service, based at The
authority support services and voluntary	other bodies, including	Gem Centre in Wednesfield.
,	health and social services, local	Referrals are made to the MAST team
organisations, in meeting the needs of	authority support services and voluntary	
	organisations, in meeting the needs of	

11. Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.

SENCO – Mrs Nicole Mukanga – Tel 01902 556486

Educational Psychologist and Area SENCO – Tel 01902 555245

Speech and Language Therapy – 01902 444363

Physiotherapist – 01902 444396

Occupational Therapy – 01902 444272

Special Needs Early Years' Service – 01902 558406

Gem Centre – 01902 446270

Educational Welfare Officer – 01902 558890

Outreach Services - 01902558371

Wolverhampton Information, Advice and Support Service – 01902 556945

Information about the local authority's SEN Information Report can be found on Wolverhampton.

City Council's Website – SEN at: - www.wolverhampton.gov.uk



<u> </u>	Bushbury Lane Academy
12. The school's arrangements for	Staff to hold a transition meeting to handover each child's levels or Age-Related Expectation and discu
supporting pupils with SEN in	any other relevant information.
transferring between phases of	Teacher from new class to visit child in his/her present class to introduce him/herself.
education or in preparing for adulthood	Child to visit new class with a familiar member of staff e.g., class TA for various planned activities e.g.,
and independent living.	playtime, dinnertime, assembly, Literacy, Numeracy, Irresistible Learning to give a taste of what is to be expected in new Key Stage.
	Buddy system – new child has an older child they can be/talk with at break time and/or dinnertime.
	Systems in place as to who/how to ask for help.
	SENCO meeting with parents and children – Enhanced transition meeting and Team Around the Child meetings
	Parents and child attend informal meetings with new teacher/TA and ask any relevant questions. Up to
	date information required of the needs of individual children.
	Copy of class timetable/visual timetable if needed.
	Daily checklist for resources needed for different lessons.
	Organization of transition between classes – Literacy/Numeracy Groups.
	User friendly diary for organising/explaining homework.
	Support on first day from staff.
	Consistent approach between all lessons and all staff.
	Visual/verbal reminders of new expectations/changes/ breaks/dinnertimes.
	Visual/verbal reminders of where resources are kept, the cloakroom, the toilets, key stage.
13. Information on where the local	Information about the local authority's SEN Information Report can be found on Wolverhampton.
authority's local offer is published.	City Council's Website – SEN at: - www.wolverhampton.gov.uk
·	The SEN Information Report provides the information our own school can offer to our families who have
	children with special educational needs.
	More information about our SEN Information Report can be found on our school website at: -
	www.bushburylaneacademy.co.uk