



Wednesbury Oak Academy

SEND Policy

Author of the policy – Rebecca Tranter (Inclusion Manager)
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Wednesbury Oak Academy

Special Educational Needs and/or Disability Policy

This policy is in compliance with Section 69 (2) of the Children and Families Act (2014), Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations (2014) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Wednesbury Oak Academy understands that the needs of pupils with Special Educational and/or Disabilities (SEND) are ever changing. Therefore, we are constantly reviewing the provision offered to our pupils. Our policies and procedures are regularly reviewed as necessary and in line with any updated guidance and legislation.

Definition of SEND

A child of compulsory school age/young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Have a learning difficulty or disability which calls for special educational provision to be made for him/her. (DFE, SEND Code of Practice, 2014).

Our School Intent

At Wednesbury Oak Academy, we provide children with a wide variety of opportunities which are designed to help them develop academic, creative and social skills in order to be able, active and inspired young people. We want to give them a memorable time at school and prepare them for the best chances in life.

Within SEND, like in any other subject area at Wednesbury Oak Academy, we aim to share our vision of high aspirations for all of our pupils through our high expectations and quality first teaching (Universal). By setting these high expectations, all our pupils are aware of the standards we expect regardless of their Special Educational Needs and/or Disabilities.

Our Curriculum Implementation

Our SEND provision is derived from the graduated approach strategy from the SEND Code of Practice (2014); assess, plan, do and review. At Wednesbury Oak Academy, provision for all pupils from Early Years to Key Stage 2 is carefully planned for based on the pupil's individual needs, ongoing assessments, recommendations from external agencies and in collaboration with the pupil's parents/carers. All provisions offered are

appropriate, specific and intended to equip all pupils with skills they can transfer across the wider curriculum, therefore developing their key knowledge and skills.

Identifying Special Educational Needs and/or Disabilities

Although the extent of need may vary between schools, areas and individuals, a proportion of pupils will require special educational support at some point in their schooling. (Approximately 40% of pupils nationally will be identified as having a special educational need at some point during their time in school)

Consequently, it is essential that all schools establish an effective policy for the identification and assessment of needs resulting in a structured programme of intervention and ensuring collaboration between parents, pupils and teachers at all times and with support services where necessary.

The SEND Code of Practice, 2014, defines four broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Wednesbury Oak Academy we identify the needs of pupils by considering the needs of the whole pupil, not just the SEND of the pupil.

The four broad areas of need are;

1. Communication and Interaction (DFE, Code of Practice, 2014, 6.28/9).
2. Cognition and Learning (DFE, Code of Practice, 2014, 6.30/1).
3. Social, Emotional and Mental Health (DFE, Code of Practice, 2014, 6.32/3).
4. Sensory and/or Physical Needs (DFE, Code of Practice, 2014, 6.34/5).

Introduction

Wednesbury Oak Academy is a mainstream primary school setting which ranges of Early Years to Year Six. Our classes are made up of mixed ability pupils, including pupils with Special Educational Needs and/or Disabilities (SEND). We are committed to providing a stimulating, broad, balanced and high-quality education for all of our pupils. However, some pupils may need additional and/or different provision to enable them to access the curriculum, make progress and reach their full potential. These pupils may be said to have an additional or Special Educational Needs and/or Disability.

At Wednesbury Oak Academy, all pupils receive quality first teaching, with the aim that all pupils make the best possible progress within school. Our school is an inclusive setting where individual needs and pupil voice are highly valued. The school engages pupils using strategies such as: social stories, Widgets/visual aids, All About Me records, advocates, etc.

Pupils are entitled to:

- Access an education that is broad, balanced, relevant and adapted to meet their individual needs and which seeks to maximise participation in the National Curriculum.
- High quality teaching and support within a positive and enabling environment where all teachers recognise and fulfil their responsibility to meet the Special Educational Needs of the children whom they teach.
- Early and prompt assessment of their needs in their natural setting. This assessment should be continuous and cumulative.
- Assessment that is continuous and cumulative as part of the graduated response.

Parents are entitled to:

- A genuine partnership with professionals in the educational services.
- Being kept fully informed about assessment procedures, resources and the options available for the education of their child.
- Be encouraged to take an active part in the decision-making process and be allowed to express a preference about which school their child should be placed in.

What is the Local Offer?

From September 2014, the Local Authority (LA), academies and schools are required to publish their Local Offer. This document provides information for parents/carers in regards to SEND services, support and provisions within the local area that are available for pupils who have SEND aged 0-25. For further information on the Local Authority Local Offer follow the links below (Please note you should look at the Local Offer for the LA in which you and your child live).

www.sandwell.gov.uk/send
<https://www.dudley.gov.uk/residents/dudley-local-offer/>
[Welcome to Walsall's SEND Local Offer | Send](#)
[Home | Wolverhampton SEND Local Offer](#)

What should I do if I think my child may have a Special Educational Need and/or Disability?

If a parent/carers has any concern regarding their child's progress or feel they require further support they should liaise with the Class Teacher, in the first instance. If the Class Teacher feels that the pupil is not developing as effectively as possible, they will consult with the school's Inclusion Manager to review any strategies in place. The review may lead to the conclusion that the pupil requires support which is additional to and different from that which is normally available within the classroom. Consideration will then be given to helping the pupil through SEND provision. The Inclusion Manager may be able

to support families by suggesting external professionals who could help pupils with behaviours or concerns which are shown at home more than in school, e.g. anxieties and behaviours which a child may mask during the school environment.

The school employs an Inclusion Manager to support the staff, pupils and parents/carers in providing additional provision for pupils with SEND.

The named Inclusion Manager is:

Mrs. Rebecca Tranter

Tel: 0121 556 3387

Email: send2@woak.co.uk

The Inclusion Manager is responsible for:

- Overseeing the day-to-day operation of the school's SEND Policy.
- Coordinating provision for pupils with Special Educational Needs and/or Disabilities (SEND).
- Liaising and advising fellow colleagues and the school's Governing Body.
- Offering advice on the graduated approach for providing SEND support.
- Managing learning support practitioners who support pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Liaising with external agencies including the LA's Inclusion Support and Educational Psychology Services, Health and Social Services and Voluntary Bodies.
- On-going monitoring and evaluating work regarding Special Educational Needs, liaising with potential next providers of education to ensure a pupil and their parents/carers are informed, creating a smooth transition.
- Overseeing the records of pupils with SEND including a record of children with Education, Health and Care Plans (EHCPs).
- Working with the Headteacher and the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (please see the school's Accessibility Policy for further details).
- The Inclusion Manager is responsible for holding annual reviews for pupils with Education, Health and Care Plans (EHCPs), as well as gathering evidence during the EHCP application process.

A Graduated Approach at Wednesbury Oak Academy

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must

be a reality for all our pupils. We make this a reality through the attention we pay to the different individuals and groups of pupils within our school.

Quality First Teaching - the first response to pupil's who are not making progress is high quality teaching targeted at the pupil's area(s) of development. Class Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from Teaching Assistants or Specialist Staff. A graduated approach to pupil's learning is adopted at Wednesbury Oak Academy on the basis of assess, plan, do and review.

How are pupils at Wednesbury Oak identified with SEND?

At Wednesbury Oak Academy, provision for pupils with SEND is a matter for the school as a whole. Early identification for any pupil who may have SEND is very important. The benefits of early identification are widely recognised which improves long-term outcomes for the pupil. The earlier the action is taken, the more responsive the pupil will be to the provision offered. Our identification procedures allow for younger pupils to be identified earlier, supported earlier with appropriate interventions and this prepares them for further education.

Teachers work on a graduated and structured process of assessing, planning, teaching, and reviewing which takes account of the wide range of abilities, aptitudes and interests of the pupils. Teachers make provision for curriculum adaptations and pastoral or disciplinary procedures dependent on the individual pupil's strengths or areas of development. We aim to use a variety of approaches to maximise the achievement of all pupils.

The progress of individual pupils are recorded in line with Wednesbury Oak Academy's Assessment Policy, which highlights pupils who are not progressing satisfactorily even though the teaching style and education delivery has been adapted to support their needs.

In line with our Behaviour Policy the school will consider any known SEND, ACEs (adverse childhood experiences) and/or attachment needs. Actions will be taken to accommodate a child's needs which result from these. We do, however, acknowledge that disruptive behaviour can often reflect social, emotional and mental health needs which may require additional provision. Therefore, the school will follow the assess, plan, do, review strategies outlined in this policy. This may include seeking further support and guidance from outside agencies. If a children frequently struggles to control their behaviour, the Inclusion Manager may be involved in creating an individual plan to support their needs. The plan may involve behaviour targets which are agreed and created in cooperation with the child, parents, class teacher and the Inclusion Manager. This plan will be reviewed regularly to ensure it is meeting the needs of the child and to see the child can also be supported by targeted or targeted plus interventions as listed in this policy and the SEND Information Report.

Why a pupil is identified for an intervention

- They are making limited or no progress even when teaching methods have been adapted to a pupil's area of development.
- They demonstrate difficulty in accessing the English and/or Maths Curriculum and in other areas of learning.
- They present social, emotional and mental health difficulties which cannot be solved in line with the Behaviour Policy.
- They have communication difficulties, resulting in little or no progress despite adaptation in lessons.
- Parent/carer raise concerns which are discussed with the class teacher and/or Inclusion Manager.

Stage 1: Initial Concern

The Class Teacher assesses pupil's performance against expected development in Writing, Reading and Maths on a termly basis. This is done through the school's pupil progress meetings, data collection and SEND Provision Maps. Guidance may be sought from the Inclusion Manager throughout the academic year for more imminent concerns. Pupil Progress meetings may also indicate pupils who require additional provision or interventions. These termly reviews may lead to the conclusion that the pupils who require adaptations which are different/additional to what is normally available within the classroom. The outcome may include the pupil being identified as requiring an intervention, supported by school staff members. Class Teachers have the responsibility of making contact with parents/carers in order to share this information. Potential sensory impairments or speech/language difficulties are referred to the appropriate health service department.

Stage 2:

For children whose progress is still of concern (through assessment, monitoring and review meetings), a consultation from Sandwell's Inclusion Support Team can be requested to assess and inform our practice. Inclusion Support can aid with moderate learning difficulties; emotional, social and mental health difficulties; specific learning difficulties and complex communication needs.

Where appropriate, a 'Learning Passport' will then be written by the Inclusion Manager, based on assessments. This will include:

- The level of SEND (e.g. School provision or Education, Health and Care Plan).
- The nature of the difficulty and category of need.
- The pupils strengths
- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.

- When the plan is to be reviewed.
- Resources needed by the child to be successful in school
- Outcomes of each target (to be recorded when the Learning Passport is due for renewal).
- Success criteria for each target.

The Learning Passport should only record what is additional to or different from the adapted curriculum, which is in place as part of provision for all pupils. The Passport will be discussed with the pupil and the parents/carers. It will be reviewed regularly with all stakeholders involved. The Inclusion Manager will send home a copy of the child's targets and the parents will have the option to discuss this with the class teacher and/or Inclusion Manager by contacting the school and/or attending their child's parents evening appointment.

Staff members must report concerns in regards to any pupil who may not meet their Learning Passport targets throughout the term to the Inclusion Manager in order for barriers to be removed as soon as possible. The Class Teacher is responsible for evaluating the progress of the pupil in regards to their targets and sent to the Inclusion Manager upon a given termly deadline. Next steps and actions will be discussed for individual pupils who have not made the expected progress and the Inclusion Manager is responsible for engaging with specialist support agencies if required to progress to Stage 3.

It must be noted there are other areas of need that are not SEND but may impact on progress and attainment, such as;

- Disability (The SEN, Code of Practice, 2014, outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Child We Care For.
- Being a child of a Serviceman/woman.

Pupils experiencing hearing or visual difficulties are referred to the Sandwell Sensory Support Team. A SEMH or CAMHS referral can also be made if school have increasing concerns over a pupil's social or emotional skills. If Inclusion Support feel a pupil needs extra support and/or resources to be made available above the notational budget given to schools for pupils with Special Educational Needs and/or Disabilities, a Statutory

Assessment may be considered. This assessment will be child-centered and involve family and professionals working with the pupil, including the child themselves.

“When a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialist, including those secured by the school itself or from outside agencies” (DFE, Code of Practice, 2014).

Stage 3: Education Health and Care Plan (EHCP)

The pupil’s SEND are assessed by the Educational Psychologist or lead key worker from Inclusion Support and subject to their agreement, a request for an EHCP will be submitted to the local authority where the child lives. The Local Authority Panel considers these submissions and, if satisfied that the pupil fulfils the published criteria, instructs the agencies involved to carry out a formal statutory assessment. If a request is rejected, parents and school will receive a detailed report to explain why and parents will be given details of how to appeal the decision. The pupil will still be entitled to support by external agencies, if the application is rejected.

Early Years Intervention Grant

Pupil’s under five years of age who require additional support (as advised by the Early Years Inclusion Support Team) can be assessed for an Early Years Intervention Grant. A maximum of 15 hours funding can be issued to support early interventions during Nursery. Any funding allocated is reviewed on a 10-12 week basis by the Early Years Lead. This will be reviewed regularly, and an EHCP request will be submitted if it is felt necessary (i.e. if the need for additional support above the notional budget is required after the child reaches five years of age).

Multi-Agency Assessments (MAA)

For complex communication difficulties, a multi-agency assessment (MAA) may be requested to consider a formal diagnosis (for example, Autism). However, a diagnosis from an MAA does not automatically lead to an EHCP. The stage above would still need to be carried out.

Levels of Intervention at Wednesbury Oak Academy

Universal: All teachers will provide high quality teaching to meet the needs of all pupils in the classroom. Adaptive teaching is vital for the effective inclusion and progress of all pupils in daily sessions.

The school curriculum is carefully planned to meet the specific needs of individuals and groups of children. We meet these needs through:

- Identifying and monitoring each pupil’s needs at the earliest possible stage.

- Setting appropriate learning challenges through adapted lessons and resources across the whole curriculum.
- Ensuring all learning styles are planned for and explored.
- Responding to the ever changing and diverse needs of the pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing other curricular opportunities to meet the needs of individuals or groups of pupils.
- Learning Passports must be drawn up and maintained where appropriate for pupils with special needs and reviewed by the Inclusion Manager, Class Teacher and parents/carers on a regular basis.
- Advice and support will be requested for pupils with special needs to ensure the needs of all pupils are met.
- Collaboration between schools, pupils, parents/carers and outside agencies will be sought to ensure the needs of the pupils are met.
- Provision for focus groups (including SEND pupils) to be mapped and reviewed on a termly basis.

Targeted

These interventions are implemented within school and further details can be obtained from the Class Teacher/Inclusion Manager.

Targeted Plus

These interventions are more specialised and delivered on a small group or 1:1 basis. Parents/Carers will be informed if their child will be receiving intervention(s) at Wave 3.

Specialist

Pupils who are supported in school through an EHCP (Education Health and Care Plan) created by their home local authority. This plan is reviewed at least once annually.

For more details about the interventions that are used at each level of support, please see the SEND Information Report.

How do we monitor and evaluate provision?

We continually review our inclusive practice, by asking ourselves these questions:

- Are our children achieving their full potential?
- Are there differences in the achievement of different groups of children and why?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Inclusive practice is a main element evaluated during any subject monitoring cycle to ensure quality first teaching is accessible to all pupils. Planning, resources and support are also evaluated during lesson observations to ensure the needs of all pupils are being

met in the classroom. The progress of all pupils is discussed during the termly Pupil Progress meetings that take place with all year groups.

Training and External Agency Support at Wednesbury Oak Academy

Where possible, the Inclusion Manager will attend courses relating to current developments and legislation, the Code of Practice, discipline issues and any courses relevant to particular special educational needs or disabilities. Information is then disseminated amongst staff during virtual staff meetings.

Staff in school are encouraged to attend relevant training/raising awareness sessions, appropriate to the pupils they support. Whole staff (including non-teaching staff and lunchtime supervisors) receive training in a variety of aspects of special needs, including online training opportunities are shared with staff to complete.

Public Health Department

The school has:

- Extensive experience of working with Speech and Language Therapists. Individual programmes of work are regularly carried out.
- Worked with visiting Physiotherapists and Occupational Therapists (OT) who have also advised staff on appropriate action.
- Frequently called upon the services of the School Nurse to advise the school and parents/carers.
- A number of pupils who are subject to Social Services involvement. Difficulties or disruption in the home environment frequently result in developmental delay or learning difficulties. It is essential that the school and Social Services department works closely together and ensures passage of information. The school has an onsite Designated Safeguarding Lead, to support this procedure.

Inclusion Support

We have designated members from Inclusion Support to advise and assess pupils with learning, emotional, behavioural, social and complex communication difficulties. The Governing Body and Senior Leadership Team liaise with all Health and Social services, Inclusion Support, Sensory Support Team, Speech and Language Team and other external agencies to ensure the provision given to pupils with additional needs is specific, measurable and suitable for each individual. Wednesbury Oak Academy has regular contact with all external agencies and will contact these agencies if any advice or support is needed to ensure the best provision is being given to all.

Parental/Carer Involvement at Wednesbury Oak Academy

Parents are entitled to a genuine partnership with professionals in the Educational Services. They should also be kept fully informed about assessment procedures, resources and the options available for the education of their children. They must be encouraged to take an active part in the decision-making process and be allowed to express a preference about which school their child should be placed in.

Parents/Carers who are new to the school are always invited to induction meetings to find out information about the school. We strive to enhance our relationships with parents/carers through:

- Parents Evening with the Class Teacher. The Inclusion Manager is available to for drop in sessions with parents throughout parents evening.
- Reviews in school for funded SEND pupils and pupils being supported by external agencies.
- Annual Review and informal reviews throughout the academic year for pupils with an EHCP.
- Family learning events.
- Our Pastoral Team and Safeguarding Team enables parents/carers to discuss any issues or concerns.
- The school takes positive action to create a welcoming atmosphere where parents/carers may feel confident and relaxed. Parents/Carers often find formal procedures stressful. It is the policy of the school to support parents/carers as well as pupils.

Additional communication methods are used to provide regular contact with the parents/carers of pupils with more complex needs, these include:

- Daily staff to parent/carer discussions.
- Home/school communication journals.
- Reward charts.
- Class Dojo
- The school Facebook page
- Our school website
- Pupil Voice.

How will my child be involved in making decisions about their education?

At Wednesbury Oak Academy, we believe that pupil views are extremely important. Through democratic procedures, a selected number of pupils are appointed for different roles within the school.

Pupils who have difficulties with communication and language are supported using additional resource materials and use symbols, pictures or photographs to share their views. Other forms of IT can be used to make recordings or short video clips to collect pupil views when appropriate.

Admission and Inclusion Arrangements Mission Statement

Wednesbury Oak Academy's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice (2014).

The school follows the current admissions criteria as laid down by the Sandwell LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents/carers seeking the admission of a pupil in receipt of an EHCP must do so through the local authority SEND Team, who will arrange the appropriate consultation with Wednesbury Oak Academy regarding admission.

How do we support new pupils with SEND?

Pupils with SEND who have attended a Nursery class, playgroup or other early educational setting should have had their needs already identified. Some may not. Therefore, we are aware that any pupil admitted into our setting may have unidentified special educational needs. Every effort is made to obtain previous records and ensure meetings are held with professionals to pre-plan. Pre-visits and meetings will be arranged to discuss the provision required within Wednesbury Oak Academy. From this information we will:

- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class.
- Ensure that the pupil's needs are met within an inclusive setting.
- Use the curricular and baseline assessment processes to allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the pupil's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning (based upon Inclusion Support observations).
- Involve parents/carers in developing and implementing a joint learning approach at home and in school.
- Liaise with wider agencies if necessary with consent of all stakeholders.

How will the school prepare and support my child through transition periods?

When a pupil with SEND moves classes, a transition plan is designed and will vary in length and content depending on the individual needs of each pupil. Pupils may visit new classrooms and work with new members of staff before the transition occurs. A Staff Meeting is assigned every year so teachers can pass on important details of pupils with SEND (including needs, targets, provision, etc.). If the transition is a particular concern, parents/carers are also invited to help aid the process (for example, a transition book to share over holidays etc.). Inclusion Support also offer advice and attend transition meetings for pupils who need such input. Transition Plus Pathway (TPP) is used to ensure the correct timescale is followed for pupils transitioning to secondary school. This process is closely shared by the Inclusion Manager to the pupil and parents/carers to ensure a child-centered approach.

All children are fully integrated members of the school irrespective of:

- Social background.
- Physical disabilities.
- Academic abilities.
- Cultural background.

During Secondary Transfers, visits to secondary schools are to be encouraged and Year 6 teachers will, wherever possible, meet staff from secondary schools. The Inclusion Manager will be involved whenever appropriate. As necessary, information and records will be passed on to secondary schools. The majority of files will be handed to secondary schools at the Sandwell Transition Fayre held in July each year. This process will begin when the Local Authority releases the offers to pupils list in the Spring term.

How will my child be included in activities in and out of school including trips?

At Wednesbury Oak Academy we promote an inclusive ethos. Pupils with SEND are encouraged to attend Opal Play, school trips and after school clubs in order to receive a full and rich curriculum. Parents/Carers may be asked to attend after school clubs or trips with their child depending on individual needs and a pupil's individual risk assessment.

Parents/Carers are encouraged to work alongside the school to plan for the activity with staff, for example, creating and sharing a social story or a visual timetable.

All school trips will be planned well in advance, which will provide both the school and parents/carers sufficient time to pre-plan routes, visits, timetables, paperwork and risk assessments in order to minimise any potential risks.

Some pupils with SEND may require support during the un-structured times of the day such as, playtimes and lunchtimes to manage their medical, behavioural and or social skills. The school will assess the individual needs of the pupil and provide the most suitable support for the pupil if necessary.

What support will there be for my child's overall well-being?

Wednesbury Oak has a holistic approach to families and pupil's individual needs and ensures our pupils feel safe and secure in their learning environment. We promote independency through 'Stranger Danger', e-safety and police talks.

We are aware that some pupils require support for social, emotional and mental health needs. In order to support these needs the school has a range of trained professionals who can support these pastoral needs. They include:

- A Designated Safeguarding Lead.
- Parent Support Advisors.
- An Inclusion Manager
- A Learning Mentor.
- School Nurses

For pupils with medical needs or physical disabilities requiring specialised care and treatment, staff liaise with Health Care Professionals regarding the administration of medicines and treatment delivery. Named staff members are trained appropriately by key professionals before administering care and informed of their individual care plans. Parents/Carers will be informed who these staff members are during the care plan preparation stage (please see the schools Medical Needs Policy for further information).

During Public Examinations, additional support can be applied for from the Department of Education (DFE) itself. Access arrangements for Public Examinations can include:

- Extra time.
- Translators.
- Scribes, readers or prompters.
- Supervised movement breaks
- Modified papers to meet visual needs.

These decisions will be made with the pupil, parents/carers, Inclusion Manager and Sandwell's Inclusion Support Team.

How accessible is the school building?

Wednesbury Oak Academy is fully wheelchair accessible. There is one level to the whole school building. There is access to a disabled parking bay and disabled toilets.

We are committed to meeting the needs of pupils with physical needs as we are to meeting the needs of all groups of pupils within our school. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to other pupils. The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows all pupils full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access.

For pupils with non-physical disabilities we review school routines and the curriculum to ensure that pupils and adults are not placed at a disadvantage. The school uses specialist furniture/equipment as and when necessary for pupils with specific physical needs. Pupils are also provided with an individualised risk assessment form to ensure their safety around school. Care plans for pupils with medical needs are also written and are accessible to all relevant staff. Training requirements are also met and reviewed so that named staff are fully equipped to work with pupils with medical and/or physical needs. Class Teachers adapt their learning and teaching expectations as appropriate for pupils with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers and support staff ensure that the work undertaken by disabled pupils:

- Takes account of their pace of learning and the equipment they use.

- Takes account of the effort and concentration needed in oral work or when, for example, using vision aids.
- Is adapted or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Includes approaches that allows pupils to work towards targets with regard to their needs within the classroom environment.
- Uses assessment techniques that reflect their individual needs and abilities.
- Takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this. Personal Emergency Evacuation Plans (PEEP) are completed for individual pupils.

Physical Facilities and the School Curriculum

All matters that pertain to the curriculum are addressed in this part of our review and planning process. We work closely with external agencies to secure suitable equipment for pupils with SEND. These can include:

- Wheelchairs.
- Physiotherapy Balls.
- Standing Frames.
- Adaptation slopes.
- Adapted toilet seats.

The needs of staff with disabilities will also be considered to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils. Please refer to the school's Accessibility Policy for further information.

What specialist services and expertise are accessed by the school?

Contact Details

Job Title	Staff Member
School Inclusion Manager	Mrs Rebecca Tranter 0121 556 3387 Send2@woak.co.uk
Early Years Assistant Head	Mrs Charlotte O'Neill 0121 556 3387 Send1@woak.co.uk
Inclusion Support Team	Hayley Taylor (SENAT-L) Brittany Fisher (EP) Kristina Garratt (SEMH) Dawn Dovey (CCAT) Michelle Dukes (SPLD)
Speech and Language Therapist	Tara Broad Rachel Eskriett

	Kay Baker
Visual/Hearing Impairment	April Elshaw (VI) Ruth Craddock (HI)
Occupational Therapy	Juliet Sweeney Jacob Williams Ewelina Sokolowska

Who can I contact for further information or if I want to make to a complaint?

The Governing Body will appoint a designated member to oversee SEND provision. The Inclusion Manager will produce an annual report, which will include a section on the provision and progress of SEND. They should, in co-operation with the Headteacher, determine the school's general policy and approach to provision for pupils with SEND, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work.

If there are any complaints issued concerning the provision of any pupil receiving additional support and/or has special education needs, the Inclusion Manager and Senior Leadership Team will investigate and take action as needed. The Governing Body will be made aware of any formal complaint and will lead investigations into the matter. Any persons involved in the complaint will be informed of next steps by the Governing Body and Senior Leadership Team.

Please refer to the school website 'Policies' section and select the following policy: Wednesbury Oak Academy School Compliments, Concerns and Complaints Policy.

Author:

Mrs R Tranter

Inclusion Manager

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Governors Approval:

This document may need to be changed or adapted throughout the academic year due to changes in Government Legislation.