

EQUITAS ACADEMIES TRUST



Aston Manor Academy SEND Information Report

Review Date: September 2026
To be Reviewed: September 2027
Agreed: Full Trust Board
Policy Lead: SENDco

The Equitas Academies Trust consists of two schools: Chilwell Croft Academy a Primary provision for children from 5-11 years old, and Aston Manor Academy for children and young people aged 11-16, and 16-18 in our 6th form. Both Academies have high expectations for our children's attainment and personal development.

We are a mainstream secondary school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Aston Manor Academy, we aim to identify problems as early as possible and to provide teaching and learning contexts that enable each child to achieve their full potential both socially and academically. We regularly track students' progress and where there is evidence that a student is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use specific interventions to target areas in which they are struggling. As well as a challenging learning environment, we provide support, acceptance and real opportunities for friendships and positive relationships.

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1. What kinds of Special Educational Needs does our school make provision for?

Special educational provision should be matched to the child's identified special educational need and disability (SEND). Children's educational needs are generally thought of across four broad areas of need and support:

Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, inference, prediction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and specific learning difficulties (SpLD). Children may need support in all areas of the curriculum.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment are accommodated dependent on their needs.

We offer a range of provisions and interventions to support children who present with needs which are additional to, or different from other children of the same age.

We also engage with the help and advice of professionals from external agencies who work with our children and visit them in school

For example: Pupil and School Support Service, The Communication and Autism Team, Educational Psychologists, Counsellors, Occupational Therapists, The Physical Difficulties Team, Speech and Language Therapists etc.

2. How does our school identify and assess Special Educational Needs and Disabilities?

Identification begins with information and data collection from a range of sources. Subject teachers, supported by the SENDCo and Senior Leadership Team, make regular observations and assessments of progress for all students and identify those making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Parent and student views are an essential part of this person-centred process.

A clear analysis of individual needs will be carried out by the SENDCo with the support of outside agencies e.g. Pupil and School Support Service (PSSS), the Educational Psychologist (EP) or the Communication and Autism Team (CAT).

Children will be monitored by their teachers and the SENDCo through the 'Assess, Plan, Do, Review' Cycle.

What is the 'assess, plan, do, review' cycle?

Assess – a clear analysis is made of needs based on:

- views of the child/young person and their parents/carers
- teacher assessments and observations
- student's current attainment
- student's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.



Plan - following assessment, the teacher, SENDCo, parent/carers and student, agree on a plan of action to include:

- time limited outcomes for the student
- the adjustments, support, and interventions to be put in place
- a date for review

All planning must be student centred, and outcomes focussed and recorded.

Do - all the student's teachers and support staff are made aware of the plan and implement the adjustments, support, and interventions. Teachers are responsible for:

- adapting and personalising the curriculum
- delivery of 'additional and/or different' provision for a student with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENDCo supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with student and parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the student being considered before planning a continuation of or change to provision.

If children are still not making progress, or needing additional support, then they will be placed on the SEND register. As a result of a child being placed on the register, they will have an Individual Passport written for them and some will have Learning Plans with individual targets, which will be reviewed with pupils and parents. Further support may be required from external agencies. For the very few children who have complex and significant SEND then they may have an Education, Health and Care Plan (EHCP) or a SEND Support Provision Plan (SSPP). The decision made to provide support for students with additional needs is made through collaborative working with all agencies, including parents/carers and students throughout the year and continuously updating their plans throughout the year.

Post 16 Provision and SEND at Aston Manor Academy

We offer A Level and BTEC full time courses on site. We have enhanced transition arrangements in place for children with SEND moving from KS4 to 6th Form, colleges or specialist schools. This will usually involve face to face meetings between students and welcoming settings, parents and any other professionals involved and well-planned phased transition times where appropriate.

3a. What is the school's approach to teaching students with special educational needs?

In Year 7 the students have an enhanced transition period where the SENDCo, with the help of a designated Transition Teacher, and through arranged meetings, will discuss the specific needs of their child with the SENDCo of their primary school. The Year 7 teaching staff and Form Teachers are aware of the needs of all the children as soon as they arrive. Those children whose needs are additional to, and different from that of their peers may benefit from beginning life at secondary school in a nurture group, which is one of the 6 form groups in every year from Year 7 to Year 11.

In both Year 7 and 8 extra literacy programmes are timetabled, through teaching and through software programmes.

At the beginning of Year 9 we devise individualised curriculum pathways to help students to make appropriate choices for their KS4 curriculum, linking them to likely career paths.

Our SENDCo, working alongside subject teachers, monitors all SEND provision and progress of any student requiring additional support across the school. Their teachers and TA's will oversee, plan and work with each child with SEND to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly adapted and suits the needs of all students. A Teaching Assistant may be working with their child, either individually or as part of a group. This means that students may be taken out of the classroom for some of these sessions, but they will continue to work on the same areas as the rest of the class, which ensures a smooth transition follows back into the classroom.

Each student's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each student (adaptation)
- Adapting learning materials such as equipment and activities to suit each student's needs
- Offer small group support to promote skills identified in the student's SEND Support Plan or EHC Plan.

With the permission of parents, we may seek additional advice from outside specialists such as Health Professionals, Specialist Teachers or Educational Psychologists who would:

- Carry out further assessment of the student's needs
- Provide advice to schools on how to best support the student
- Suggest resources that would help the student make progress

The Equality Scheme and Disability Plan, and the SEN and Disability Policy are reviewed regularly. We make suitable and reasonable adjustments to the school building where possible and provide a range of additional resources for SEND students (e.g. enlarged texts, reading books, maths equipment, ICT) and we will work with agencies such as Physical Difficulties Support Service or Sensory Support to ensure that pupils have access to the support they need.

3b. What additional support is available for students with special educational needs?

Additional support is tailored to meet the individual needs of our students. It may include additional support from their teachers, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in a small group

depending on the needs of the child. The exact nature of any additional support would depend on the individual student's needs and significance of their difficulties. Teachers and the SENDCo will discuss additional provision with parents and students. Our aim is to provide enough support to help the student to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting and into adulthood.

3c. What extra-curricular activities can a student with SEND access at school?

We plan all activities in an inclusive way, so that whenever possible **all** students join in activities unless participation may cause distress, anxiety or risk. These students will be provided with alternative provision. They are always involved, along with their parents/carers, in any decisions made and steps taken. There are many opportunities for students to participate in a variety of activities, some of which will be specifically arranged for SEND students.

3d. What support is available for improving the Social, Emotional and Mental Health of our students with special educational needs?

Being happy at school is crucial. We believe that Social Emotional and Mental Health (SEMH) is important for all pupils, no matter what the situation or concern may be, and it is very important in the overall education of students. Where students are found to have needs around SEMH, provision is put in place to support them (e.g. social communication groups, Friends Programme, counselling) and progress is monitored using the graduated approach. Some students may have more complex needs where we work closely with parents to support these students in school. External agencies may also be involved for support. We have a Safeguarding Policy and all staff are regularly trained in looking for signs which indicate a concern.

4. Who is responsible for SEND at Aston Manor Academy?

In the first instance, we would encourage you to share any concerns you may have with their child's form teacher. However, if you continue to be worried, or you have concerns of a more serious nature, you should contact the SENDCo or Headteacher, Mrs Jill Sweeney.

Our SENDCo, Mrs Bhupinder Oubhie, is responsible for:

- Co-ordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.

- Ensuring that parents are kept involved and informed about the support their children are receiving.
- Liaising with external professionals who may be coming into school to help support their child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of their child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring there is sufficient expertise in school and providing or facilitating training where required.

Mrs Bhupinder Oubhie



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5. What specialist services and expertise are available at or accessed by our school?

All staff across the trust attend a continuous and rigorous programme of training, in and out of the classroom, about all areas of need. This is led by a Teaching and Learning Team. Additionally, all staff attend specific training programmes relevant to the needs of our students.

The school is fully committed to working with other agencies such as health, social care, local authority support services and the voluntary sector.

Directly funded by the school:

- Student and Family Support Officer
- Communication Autism Team (CAT)
- Language, Learning & Strategic Support Team (LLSS)
- Educational Psychologist Service

- City of Birmingham School (COBS) Behaviour Support Team

Paid for centrally by the Local Authority but delivered in school:

- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Physical Difficulties Support Service (PDSS)

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy Team
- Hearing Support Team
- Visual Impairment Team

There is a wealth of experience amongst the teaching staff and training is ongoing throughout the year which includes SEND, Broad Areas of Need, SEMH, ASD (Autistic Spectrum Disorder) and QFT (Quality First Teaching).

When a student needs specialist provision, we will endeavour to work with families to make sure that it is provided; specialist expertise or training will be secured. Any specialist equipment which may improve a student's learning experience will also be obtained from the relevant agency.

6. What are the accessibility arrangements at Aston Manor Academy?

The main Aston Manor Academy site is not fully accessible due to the age of the building.

Children with physical difficulties (PD) may require specialist support and equipment to access their learning. School will work with all outside agencies including health professionals to support the students with PD.

Accessibility of the school is reviewed regularly as part of our Equality Scheme and Disability Accessibility Plan.

7. How are the families of students with SEND involved in the education of their child?

We are person centred in our approach and we always welcome parental involvement and we hope that families will participate as fully as possible in decisions regarding their child's education. Families know their children best, and we will work closely to ensure that the views, wishes and feelings of the student and their

family so that we can facilitate the development of the child and help them to achieve the best possible outcomes, preparing them effectively for adulthood.

Below are some of the ways we aim to ensure we have effective communication:

- The Form Teachers and Heads of Year are regularly available to discuss their child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss their child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with either the person involved directly, or where this is not possible, in a report.
- Teachers will meet with both parents and children to discuss their Individual Plans.

8. How are students with SEND involved in their own education?

Person centred approaches are integral to the way we work with our students and their families and are embedded in our processes for our young people with SEND. Students' views are highly valued at Aston Manor Academy, and we use a variety of methods for seeking these. We listen to the wishes and feelings of all our students and involve them in planning through the process of creating a Passport or Learning Plan; and we provide them with all the support and information needed to make those decisions. Through their Learning Plans, students are encouraged to evaluate their own strengths and the kind of support they would like to access at school. We support them formally and informally by providing high quality provision to help remove any barriers to their learning and their social development. Systems for collecting feedback from students are established and consistently applied and their targets are incorporated into plans.

9. If a parent of a student with SEND has a complaint about the school, how does the governing body deal with the complaint.

If a parent of a student with SEND has a complaint about the school and/or the provision being made to meet their needs, we would welcome and urge parents to approach school to discuss their concerns. In the first instance we would like them to contact the SENDCo who will aim to reach a successful outcome in partnership with the child and their family, by meeting and working together to find a solution.

However, if a satisfactory solution cannot be reached, the parents should contact the Headteacher, Mrs Jill Sweeney. For further information please see our Complaints Procedure on our website.

10. How does the governing body involve other people in meeting the needs of students with SEND, including support for their families?

At Aston Manor Academy, and across the Equitas Trust there is a designated trust member for SEND, Simon Harris, who regularly liaises with the SENDCo and the school to ensure that the trust members are informed about the provision, progress, attainment and wellbeing of our students with SEND. SEND trust members are updated by the SENDCo about the involvement of Health and Social Services bodies, Local Authority Support Services and voluntary organisations and the support they offer.

Amongst other responsibilities, the trust members have further SEND commitments, including:

- To appoint a trust member who is responsible for Special Educational Needs or Disabilities.
- To make sure that the school's SEND policy is on the Academy website and is reviewed every year. <https://equitasacademiestrust.com/about-us/policies-procedures/>
- To ensure that all appropriate safeguarding procedures are in place for all students, including those with SEND.

The Executive Head teacher, The Headteacher, and the SENDCo, are all answerable to the trust board for all aspects of SEND provision.

11. Who are the support services that can help parents with students who have SEND?

Birmingham City Council's information about SEND provision and support can be found at https://www.birmingham.gov.uk/homepage/261/advice_support_and_information_send

12. How can families find the Birmingham Local Authority's Local Offer?

By going to their website at www.localofferbirmingham.co.uk

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