

Special Educational Needs and Disability (SEND) Information Report
GEORGE SALTER ACADEMY
General Statement

George Salter Academy has a strong inclusive ethos. We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all of our students, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as they are continually developed and used to modify our provision to meet the changing requirements of our students.

| Question | How we do it at George Salter Academy |
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| Do students with SEND come to your Academy? | We are a mainstream Academy; we aspire for all of our students to achieve their potential, including those with SEND. Students are identified as SEND when their progress has significantly slowed or stopped, and the Academy interventions or resources we normally put in place do not enable improvement. We have specific intervention programmes which help and support development and enable progress to be accelerated. |
| What kinds of SEND do you make provision for at your Academy? | Typically, the students with SEND in our Academy have difficulties with their cognition and learning, their speech and language and their social or emotional development. |
| How do you support SEND students in moving between phases of education, and in preparing for adulthood? | <p>GSA will do the following to support the transition from Key Stage Two to Key Stage Three, and then from Key Stage Four to further education and into adulthood:</p> <p><u>Primary to Secondary</u> A member of the SEND team will liaise with our Primary Schools in order to collect information about the student's history and vulnerable students may be invited to an additional taster day at GSA.</p> <p>Arrangements can be made for SEND students to have an individual transition programme during the summer term in order to meet the specific needs of the student.</p> <p>Every parent / carer will meet with a member of staff from GSA before their child moves from Primary to Secondary, and be invited to our annual Induction Evening to meet key staff who will be supporting their child.</p> <p><u>Key Stage Four into P16 and Adulthood</u> During EHCP reviews, the intended outcome for students is discussed. A plan will then be created in order to support the student with achieving their desired outcome. In Year 11, 12 and 13 students will have careers advice; this may be from</p> |

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| | Connexions or the Academy's own Careers Adviser, who will offer specialist advice to each student. This supports the young person, their parents/carers and the Academy in planning for future post 16 provision. |
| How do you know if a student requires support? | Our teachers closely monitor the progress made by all students and ask advice from the SENCo / Vice Principal as soon as they have concerns about any student. The SENCo will support teachers with planning specific teaching and learning activities (such as producing individualised differentiated work) and they may enrol students on specialist intervention programmes to offer additional support. If these activities do not help the student to make better progress, the SENCo / Vice Principal might suggest temporary additional support, or ask for advice or assessment from an external specialist service. If the student's progress is still significantly below that of their peers, the SENCo / Vice Principal, Head of Year / Student Welfare Manager will meet with parents / carers and student in order to collectively agree what additional SEND support will be put into place. |
| How will I know if my child is receiving SEND support? | If we consider that your child might need additional support because of special educational needs, we will contact you and invite you to come into the Academy. |
| Where can I find information about the Academy's SEND Policy? | Our SEND policy is accessible on our website and will give you the information you need about how we make provision for all students with SEND. You can access all Academy policies on our website in the tab entitled "The Academy". If you would like to discuss our SEND provision or find out more, please contact our SENCo via email: Sukhjinder.Ralh@georgesalter.com |
| How do you evaluate the effectiveness of the provision made for students with SEND? | We regularly review data for all students and evaluate the impact of interventions. Subsequent interventions will be put in place if needed and referrals may be completed for external agency support. We conduct staff and student voice sessions where the contributions of both are considered. |
| How do you check and review the progress made by students with SEND? | The SEND team will assess and review the progress of all students with SEND at key data points in the year. The SEND team focus upon academic progress, and the pastoral team focus upon attendance, behaviour, attitude to classwork and homework. |
| How will I know that my child is making good progress? | You will know if your child is making good progress through an Academy report and at our annual Parents' evening. Parents / carers are also able to contact their child's non-teaching Student Welfare Manager if they have any concerns. Education, Health and Care Plan reviews will take place where relevant in the academic year; key personnel |

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| | involved with the students will be invited to attend. |
| How will I be involved in those reviews? Who else will be there? | Parents are central to the planning and intended outcomes of the Education, Health and Care plans. However, you do not need to wait for these meetings if there is a concern; a meeting can be arranged with key staff to discuss concerns. |
| How do your teachers help and support students with SEND? | <p>As an Academy, we have the highest possible expectations for all of our students. All teaching and learning is based on your child progressing and making the expected or above expected progress. The Academy will put in place a variety of different teaching and learning techniques so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your son or daughter. The teacher will also put in place specific strategies which may be suggested by the SENCo or specialists from outside agencies to enable your son or daughter to access the learning tasks. We also have an extensive study support programme that will enable students to achieve their full potential.</p> <p>Teachers will have carefully checked on your child's progress to monitor if he or she requires support in terms of understanding / learning and needs extra support in order to close this gap. The teacher will plan group sessions for your child with targets to help him or her make more progress. These group activities might be led by either a teacher or a trained learning support assistant working to plans made by a teacher.</p> |
| Is there any extra support available to help students with SEND with their learning? How will I know if my child is getting extra support? | Support is given to students in a variety of ways, ranging from Learning Support Assistants in lessons (and outside of lessons through our intervention programmes); working with peer mentors and external agency liaison and guidance. Parents/ carers will be informed of any on-going additional support in place. |
| How can I find out more about what my child is learning at the moment? | Your child's Form Tutor / Student Welfare Manager / Head of Year can provide you with more information about what your child is learning at the moment and how your child is being helped to make better progress. There is more information about the school curriculum on our website at www.georgesalter.com |
| How have you made the school buildings and site safe and welcoming for students with SEND? | In accordance with the Disability Act, buildings may undergo 'reasonable adjustments' to ensure that they are accessible for all of our students. There is disabled access to most parts of the Academy building and disabled toilets in each of the main corridors. The car park has nominated disabled parking for visitors along with a drop-off zone near to the entrance. We have designated 'safe' supervised areas that students can access during break and lunch times to lessen anxiety whilst building and promoting confidence and friendships. |
| What social, before and | Students with SEND are fully included in the vast enrichment programme, with some lunchtime activities aimed at |

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| <p>after school and other activities are available for students with SEND?</p> | <p>them specifically. We have reading intervention programmes and we also have literacy and life skills programmes running after school. SEND students are able to express their views and any concerns they have through student voice lunches and are able to speak to their non-teaching Student Welfare Manager if they have concerns about social issues like bullying. Where adjustments or specialist risk assessments are needed for a student to access an activity, the SENCo will involve parents/ carers. Our Study Support programme is shared with students at the start of each academic year, is displayed in and around school and is posted on the Academy website.</p> |
| <p>What is the Local Offer?</p> | <p>The Local Authority sets out the support they expect to be available as part of the Local Offer. This can be found at: https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page</p> |
| <p>How does the Academy manage the administration of medicines?</p> | <p>The Academy employs a Medical Officer who has an office containing lockable cupboards where medicines can be kept and administered. All staff have access to student medical information.</p> |
| <p>Who is the Academy's SEND Governor?</p> | <p>The Academy's SEND / Inclusion Link Governor is F. Hussain who can be contacted via clerk to governors, Sarah Davies (sarah.davies@georgesalter.com)</p> |
| <p>Who do I contact if I have any concerns?</p> | <p>If you have any concerns please contact your child's Student Welfare Manager or our SENCo (Sukhjinder.Ralh@georgesalter.com) or the Vice Principal in charge of Inclusion, Kabir Ahmed (k.ahmed@georgesalter.com).</p> <p>If you would like to make a complaint, this should be made in writing to either the Vice Principal in charge of Inclusion or the Head of School. Please see the complaints section in our policy.</p> |