SEND Information Report

Approved by:	Local Governing Body	**Date:**
Last reviewed:	August 2026	
Next review due by:	August 2027	
Monitoring & Review	August 2027	

Our SEND Information Report is part of the Birmingham Local Offer for students with Special Educational Needs and Disabilities (SEND). Please follow this link for a copy of Birmingham City Council's Local Offer webpage: Home - Local Offer Birmingham

SEND Information Report

At Rockwood Academy we are committed to working with all members of our school community to support the learning and progress of our students. We are supported by Birmingham City Council's Local Offer and their team of experts and by CORE Education Trust. We would welcome your feedback and will review this report annually to ensure the content is accurate. If you would like to be involved in the next review, or would like more information about SEND at our school please contact:

Head of School: Saqib Malik

SENDCo: Ms S Griffiths

Deputy SENDCo:
Vacancy

Lead Governor for SEND:

Trust Director of Inclusion:
Cherelle Lawrence

School Office phone number is: 0121 566 6500

Transition – September 2026

If you have a year 6 son/daughter, who has special educational needs and you are concerned regarding their transition process, please contact Suzi Griffiths and they will respond directly to you. For any other enquiries regarding transition please contact Nickesha Holness.

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1. How does the school identify and assess students with Special Education Needs and Disability?

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age" SEND Code of Practice January 2015, 6.15

Students are identified as having special educational needs and disability (SEND) in a number of ways, including the following:

- Students identified as SEND by primary schools are placed on the register during the transition process.
- SENDCo liaises with primary schools where information is shared on students who need support following their transition.
- Communication with external agencies, e.g. pediatrician
- Regular termly assessment of learning. Students performing significantly below expected levels will be closely monitored, for a period of time, using the Assess, Plan, do, review approach. Students who make little or no improvement could be classified as having SEND needs.
- Concerns raised by teachers/support – SEND referral system in place/parents/carers.
- Referrals to external agencies - Access to Education e.g. LLSS (formerly Pupil School Support), Educational Psychologist (EP), Communication and Autism Team (CAT), Speech & Language (SALT), Occupational Therapist (OT).

2. What type of SEND needs does the school provide for?

At <insert academy name> our aim is to ensure that every child regardless of needs or disability achieves his or her true potential by identifying the correct channels of support.
Students who have difficulties that affect their learning are recognised as needing specific types of support. These difficulties could be one or more of the following:

- Communication and Interaction -Autism Spectrum Condition (ASC), Specific Language Impairment (SLI)
- Cognition and Learning- Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties
- Social, Emotional and Mental Health – ADHD, ADD, emotional difficulties, mental health difficulties

- Sensory and/or Physical Needs – Hearing Impaired, Visually Impaired, Medical Needs, Physical Disability

Children with special educational needs may need extra help with:

- Thinking and understanding
- Physical or sensory difficulties
- Emotional or social difficulties
- Difficulties with speech and language
- How they relate to and behave with other people

3. How does the school know how much progress is being made with the students with special education needs and disability?

If there are concerns from staff that a student may have undiagnosed or specific learning requirements, a referral is made to the SENDCo or Deputy SENDCo by filling in a referral form stating the reason/s for concern.

- The Educational Psychology team and Pupil Support Services support the school in requests for EHCP assessments. Similarly, agencies such as the Communication and Autism Team will meet with individuals and provide specific advice once a formal diagnosis is given.
- Medical needs are assessed via School Nurse, GP or Children's Mental Health Services (Forward Thinking). Health referral teams such as physical therapy or sensory support service are appointed directly by the NHS and Local Authority.
- Students' reading and spelling ages are tested regularly, so that any issues can be quickly identified and addressed.
- Data is also inputted every term by class teachers and closely monitored.
- Interventions delivered by Teaching Assistants are tracked using Provision Mapping every term or earlier if the intervention is shorter than this.
- Pastoral teams (Heads of Year / Year Group Co-ordinators) meet regularly to discuss any student concerns and we also have regular safeguarding and well- being meetings.

4. What arrangements are in place for consulting parents of children with SEND and involving them in their child's education?

At Rockwood Academy we know the importance and value of working with the parents/carers of children with SEND. We communicate regularly with parents and they are involved in identifying needs, deciding outcomes, reviewing progress and seeking expertise at whatever point is needed. Contact between the SEND department and our parents happens regularly through telephone conversations, informal discussions and pre-arranged meetings. In addition, we hold Annual Reviews for students with an EHCP as part of the "assess, plan, do and review" process.

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5. **What arrangements are in place for consulting young people with SEND and involving them in their education?**

Students are encouraged to attend all parental / outside agency meetings and their views are considered at all stages of the 'assess-plan-do-review' cycle. Every student will have a new school passport where comments from parents/carers and teachers can be shared and responded to as needed. All students have a Learner Support Plan (LSP) which is shared with staff, students and parents/carers. These plans are reviewed termly and contain information on area of need, specified strategies, interventions and concerns.

6. **What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**

Graduated Approach (Assess, Plan, Do, Review)

Within the SEND department we use the Graduated Approach "assess, plan, do and review" to evaluate the learning progress of students in order to provide effective interventions.



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7. **What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood? As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The SENDCo, Head of Year 7, SLT Lead and Admissions team are building links with feeder primary schools in order to liaise and share information about future students. The school holds an induction day each year for prospective students to visit and there are also two parent information gathering evenings.

In addition, we are able to offer special visits for students with more complex needs.

- In the first academic term, students with SEND in Year 7 who are identified as being socially or emotionally vulnerable by their Primary school, receive additional support from their allocated teaching assistant or mentor to settle in.
- To have a smooth transition from KS3 to KS4, students with SEND needs are supported in choosing their subjects for KS4 through a range of level 2 courses and also suitable GCSE's.
- Students have PSHE lessons, Form time activities and opportunities to develop their life skills.
- Alternative provisions are also made available for students who are unable to do the traditional GCSE subjects, these include: Level1/2 qualifications such as, BTEC, reduced number of options, personalised timetables.

At Key Stage 4:

- All students in Year 10 engage in college visits and our work experience programme.
- Transition to Key Stage 5 is supported by the Sixth form team at partner schools with careers interviews taking place in the spring term to discuss aspirations for Post 16 and ensure courses are suitable.
- All appropriate information is made available to institutions to which a student may transfer and the school will support any transitional activities, where appropriate.

8. What approaches are adopted by staff when teaching children and young people with SEND needs

At Rockwood Academy subject teachers are responsible for delivering High Quality Teaching and tracking and monitoring the progress of students in their lessons in the first instance. They are also supported by the school SENCO and teaching assistants, where possible, to help them to understand students' needs and develop strategies and resources to enable students to engage in learning. Regular CPD and SEND updates are shared with staff through after school training and in briefings.

Students who are significantly below expected levels of progress across the curriculum will be given additional support.

This might include:

- Communication and Interaction – Speech and Language sessions
- 'Autism and Me' sessions – developing a positive autistic identity
- Sensory Circuits
- Reading intervention
- Teaching Assistant support in the classroom where available
- Handwriting intervention
- SEMH intervention, e.g., mentoring
- Homework support club
- Personalised strategies.

9. How are adaptations made to the curriculum and the learning environment of children and young people with SEND needs?

At Rockwood Academy , adaptations to the curriculum and the environment are made on a student-by-student basis.

- Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student according to their individual SEND need.
- Teaching Assistants work with teaching staff to adapt the curriculum for specific students to ensure curriculum accessibility. In some curriculum areas students are grouped according to ability, for example, in English and Maths lessons, students with similar levels or reading ages are taught together, to ensure the lesson is pitched at a level that they can access. Students with a physical disability are able to use the lifts in school to move around the building and where appropriate other adaptations such as: ramps for wheel chair access and specially adapted toilet facilities. The building is also risked assessed by our Site Team Manager annually. We also carry out a risk assessment for any children with a short term disability e.g. broken foot.
- Where appropriate, exam access arrangements, specific seating plans, personalised strategies, assistive technologies and reasonable adjustments are available to support students.
- Student timetables can be adapted to allow for extra Literacy/numeracy work if needed over a fixed period time.
- Using the Learning Support Plan/one page profile, we like to work alongside students to capture their strengths, their needs and what is important to them. This is shared with all staff so that they are aware of students' needs.
- Our school's **Accessibility Plan** and **SEND Policy** are also available on our website.

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10. What expertise and training do staff have in order to support children and young people with SEND needs?

Teaching Assistants work as part of a team with the SENDCo and teachers to support students' individual needs and helping with inclusion of students with SEND within the class. The SENDCo has completed the NASENCO qualification and is currently completing the Certificate in Psychometric Testing, Assessment and Access Arrangements.

Specific Teaching Assistants have had specific training in the following areas:

- Speech, Language and Communication
- Autism
- Birmingham Literacy and Numeracy Toolkit – PSS
- Reading acquisition - Lexia
- Dyslexia
- Handwriting
- Online Educare Modules – relating to SEND and Mental Health.

At Rockwood Academy we believe that CPD is important for all staff, therefore, to improve day to day practice, there are Inset days for Teaching Assistants, where training is provided to improve students' attainment. There is also training for new members of staff on various areas of SEND led by SENDCo or external agencies.

Also, SEND staff work closely with external agencies such as LLSS, CAT team, Educational Psychologist and WM Speech and Language to support teaching and learning strategies for SEND students.

The SENDCo also attends the termly SENDCo network meetings provided by Access2Education. We are also part of the TITAN partnership and participate in the SENDCo forum. This gives access to up to date initiatives and other professionals to help support and guide both our staff and students.

We also work closely with the SEND departments in our partnership schools and also other local schools in our community to share good practice.

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Staff training is also important to ensure that staff are aware of the medical needs and general well-being of students.

Staff are trained annually on:

- Safeguarding Children
- Prevent - Radicalisation and Extremism
- Administering Epi- Pens, Severe Allergies and other significant health/medical needs such as diabetes and asthma.

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11. My child has an Education Health Care Plan (EHCP) how is this reviewed?

An Education Health Care Plan is reviewed on an annual basis. The student and the parents/carers are sent a form to collect their views which is then brought to the annual review. This is attended by the student, parent/carer, SENDCo and any other professional who may have been working with the child. The focus of the **review** is to look over your child or young person's progress in the past year and decide whether the outcomes are still appropriate and set new outcomes if required.

12. How do we evaluate the effectiveness of the provision made for children and young people with SEND?

The whole school assessment procedures are carried out for all students including those with SEND and targets are set and reviewed regularly.

- The SEND team track and monitor the impact of the support on students' progress to enable them to reflect on the effectiveness of the support given and make adjustments accordingly. Progress is reviewed regularly, at least termly, and relevant information communicated to parents in line with the requirements of the SEND Code of Practice.
- A SEND report is submitted to Governors every year, along with half termly updates on the SEND provision.
- Students' non-academic progress is also tracked by those delivering intervention and every effort is made to give students a wholesome experience, where both academic and functional skills are developed. Some of these interventions include:
- Experiential days out to develop or enhance social skills
- Links with external organisations such as Safer Travel Birmingham, police liaison to engage students in their local community.

13. What support is available for improving emotional and social development?

At Rockwood Academy we provide targeted support through the Pastoral Team, SENDCo, School Nurse and Teaching Assistants. Students are encouraged to develop their emotional and social skills using personalised targets and depending on need, some SEND students have a mentor who they meet with on a regular basis to discuss views and concerns.

We also have access to or work with the following agencies:

- Communication and Autism Team (CAT)
- Language, Learning and Strategic Support team (LLSS)
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Speech and Language (SP)
- Physical and Sensory (PS)
- Visual Impairment Team (VI)
- Hearing Impairment Team (HI)
- LACES (Look after children)
- CASS (Children's Advice and Support Services)

<u>Anti-Bullying</u>

We have zero tolerance for bullying and strive to create a family friendly ethos, where everyone works together in a supportive and safe environment without fear of being bullied.

There are additional members of staff within school that can be contacted if students or parents have concerns.

Incidents of bullying must be reported to the Assistant Head Behaviour.

We regularly promote anti-bullying through assemblies, PSHE sessions and there are student well-being sessions available if required.

<u>Pastoral Support</u>

Form Tutor – form tutors play a very important role in the daily lives of students. They see students daily

Year Group Coordinator- the Year Group Coordinator supports all students with their social, emotional and mental wellbeing and are all trained in Level 3 Safeguarding. In addition they support with behaviour and driving standards.

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Head of Year – the Head of Year has oversight of all the students in the year group so are useful contacts for any extra information if required. If they are unable to assist directly, they will know who to contact to ensure that the query is resolved.

SLT Link – Every year group has a member of the Senior Team attached to it. He or she is involved in the daily affairs of the year group and can therefore be useful contacts if students or families have any queries.

Safeguarding Team – Students can access the support of the safeguarding team who are all trained DSLs. The Team have a pivotal role at Rockwood Academy and regularly advise students on their mental health and well-being as well as dealing with any safeguarding or child protection concerns.

Counselling Team – Students can also be referred for SEMH support from our Two-Ten Counselling Team. Parent/carer referrals can be made for students who require additional support with their mental health.

<u>Curriculum Support</u>

Heads of Department/Subject Leads– if the query is regarding a particular subject, we encourage students and families to speak to the relevant subject teacher or head of faculty who will be able to provide specific answers.

In each case, contact can be made through the main reception either to discuss concerns via phone or to arrange a meeting.

School contact number: 0121 566 6500

School

email:enquiry@corerockwood.academy

14. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND

Rockwood Academy is improving student leadership opportunities and students are given the opportunity to consult on whole school initiatives and share student views with senior leaders throughout the year.

Students are not excluded from taking part in any activity whether in curriculum time, extra-curricular or offsite.

Differentiation of learning by teachers and assistant teachers ensure that planning supports all of the students in the class. Differentiation could include any of the following:

- Adapting materials or resources to suit students' needs
- Deployment of additional staff to work 1:1 or carry out group work within the classroom or directed room/space outside the lesson.
- Pre-teaching content or vocabulary
- Providing additional resources/activities for home learning

In terms of social interactions and student voice, all students take part in school events and are given equal opportunities to engage in student leadership whether it is Student Parliament Representatives, Student Voice, Anti- Bullying Committee, Senior Students, Head Boy or Head Girl

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15. What steps have Rockwood Academy taken to prevent pupils with a disability from being treated less favourably than other pupils?

The SEND team is the primary link between the school and students with a disability. Their needs are taken into account and disseminated to all staff via the SEND register. All students on our register have a Learning Support Plan with key strategies and identifications of need. Where possible, students are supported in class by Teaching Assistants and dependent on the level of need and specialised support, are appointed a mentor who will have an in depth knowledge of students needs and strategies for learning. Where required students will have personalised support strategies which may involve adapted timetables to improve Literacy and Numeracy skills which will improve access to the curriculum. The SEND department work collaboratively with external services and organisations to gain specialist advice, guidance and support, regarding learning needs, strategies and provision. A provision map is used to provide an overview of intervention across all Key Stages.

SEND students have the opportunity to attend break and lunchtime clubs and are reassured to know that they can approach any member of the team with a problem or a concern.

However, students may not always want to discuss problems with members of staff and may need someone their own age with whom to discuss their concerns. Therefore, the student leadership team is available for them to speak and meet with. Where appropriate a 'Peer Buddy' may be appointed to ensure that the student develops friendships and feels supported. Students are encouraged to attend extra- curricular activities and residential trips.

As a school we provide extensive Continual Professional Development opportunities for all staff through whole staff meetings and departmental meetings. The SENDCo, Teaching Assistants and Quality of Education Team work collaboratively with all departments to ensure lessons are differentiated appropriately. Teaching Assistants, Students, Parents/Carers, External Professionals and other key staff are involved in the 'Assess, Plan, Do, Review' cycle. Teaching Assistants and the SENDCo have facilitated a far greater awareness of students needs with all staff and continued partnership with a number of outside agencies, this has meant that the school can plan and adapt the curriculum to suit the requirements of all students.

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The school has set the following priorities for increasing curriculum access:

• To ensure Teaching Assistants and additional support staff have the knowledge and understanding of data to help them to support individual children's progress.
• To ensure individual Teaching Assistants are specifically trained in key areas of SEND, which will provide all staff with strategies to use in the classroom.
• To continue to be creative in engaging parents, including our hard to reach parents.
• To introduce and implement an intervention programme to support our students who are most at risk of exclusion.
• To ensure that students identified as SEND have leadership opportunities in school.
• To ensure that students who are identified as SEND are aware of how to keep themselves safe, both in and outside of school.

16. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Parents of students with SEND who wish to complain, should in the first instance contact:

SENDCo: Ms Griffiths: sgriffiths@corerockwood.academy

Or the Reception team who will address all concerns swiftly.

You may also refer to our Complaints Policy, on our school website.
Complaints Policy

Further Information:

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_sendLocal Offer:
https://www.localofferbirmingham.co.uk/
Parent Link Service:
Tel: 0121 303 8461
Email: Parentlinkservice@birmingham.gov.uk