

SEND Information Report

At Rockwood Academy we believe that all our students are entitled to an outstanding education, one that is appropriate to their needs, promotes high standards and generates high aspirations.

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 Academy 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 Teacher	Mr Richard Reeve r.reeve@corerockwood.academy
SENDCo	Mrs Suzi Griffiths s.griffiths@corerockwood.academy
Trainee SENDCO	Mrs Torri Haubert t.haubert@corerockwood.academy

Lead Governor for SEND Awaiting appointment

School Office phone number is 0121 566 6500

Transition – September 2024

If you have a year 6 son/daughter, who has special educational needs and you are concerned regarding their transition process, please contact Mrs Griffiths, SENDCO and she will respond directly to you. For any other enquiries regarding transition please contact Mr Cooke, Deputy Head teacher: d.cooke@corerockwood.academy

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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 several ways, including the following:

- Students identified as SEND by primary schools are placed on the register during the transition process.
- The SENDCO liaises with primary schools where information is shared on students who need support following their transition.
- Parents/carers who have concerns regarding their child’s needs can make contact with the SENDCO.
- Communication with external agencies, e.g. paediatrician.
- Regular termly assessment of learning; students performing significantly below expected levels will be closely monitored, for a period, using the Assess, Plan, Do, Review approach. Students who make little or no improvement could be classified as having SEND needs and this will be discussed with parents/carers.
- Concerns raised by teachers/support and communicated to the SENDCO via the SEND referral system.
- SENDCO referrals to external agencies - Access to Education e.g. Pupil School Support, Educational Psychologist, CAT Team, Speech & Language., Occupational Therapist.

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

At Rockwood Academy 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:

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- Communication and Interaction, e.g., Autism Spectrum Condition (ASC), Specific Language Impairment (SLI).
- Cognition and Learning, e.g., Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties.
- Social, Emotional and Mental Health, e.g., ADHD, ADD, emotional difficulties, mental health difficulties.
- Sensory and/or Physical Needs, e.g., Hearing Impairment, Visual Impairment, 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 SENCO or Trainee/Deputy SENCO 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 observe students, meet with them to gather their views and provide specific advice for provision and interventions to support the student.
- Medical needs are assessed via School Nurse, GP or Children's Mental Health Services (Forward Thinking Birmingham). Health referral teams such as physical therapy or sensory support service are appointed directly by the NHS and Local Authority.
- Students' reading ages are tested on a termly basis, so that any issues can be quickly identified and addressed.
- Student progress is monitored every lesson by the subject teacher. Twice per academic year, students and parents/carers are provided with a progress report which details attitude to learning and progress being made in each subject. Within the year, periodic assessment takes place to assess progress, for example after completion of a particular unit of work. Please click the link which

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will take you to the relevant section of our website for further information:

<https://www.corerockwood.academy/wp-content/uploads/sites/9/What-my-child-will-study-when-they-will-be-assessed-and-parents-evenings.pdf>

- Interventions delivered by Teaching Assistants are tracked half-termly.
- 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/Team around the Child (TAC) 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/carers, and they are involved in identifying needs, deciding outcomes, reviewing progress and seeking expertise at whatever point it is needed. Contact between the SEND department and our parents happens regularly through telephone conversations, email, informal discussions and pre-arranged meetings. In addition, we endeavour to review provision with the student and their parents/carers once per term as part of the "Assess, Plan, Do and Review" process. and annual reviews for students with an EHCP are carried out around the specified annual review date for the student.

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 with SENs will have a Student Profile which details the student's views and how staff can best support the student. Individual Learning Plans (ILP) include parents/carer views and information for staff regarding the area/s of need/concern, specific strategies, provisions and interventions.

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)

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Within the SEND department we use the Graduated Approach: Assess, Plan, Do, Review cycle to evaluate the learning progress of students to provide effective interventions.

In addition:

- Assessments provide data that track the progress of individual students and match provisions to their needs.
- The SEND department meet regularly to discuss the progress of students, address concerns and make adaptations to provision.
- Teaching staff meet regularly through department meetings and Heads of Department meet at Curriculum Board meeting to discuss student progress, attainment and intervention.
- At the end of each term, data is input by class teachers and analysed to track progress. Results from this are reviewed to ensure that the provision in place to support students' needs is effective. To support students during assessments, where appropriate, special access arrangements are made depending on student needs.

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 build links with feeder primary schools to 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 can offer special visits for students with more complex needs; these are arranged with the SENDCO.

- In the first academic term and longer, if necessary, year 7 students with SEND who are identified as being particularly vulnerable either by their Primary school, parents/carers or by Rockwood, receive additional support from their Head of Year and Year Group Coordinator as well as the SEND department to help them settle in.

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- To have a smooth transition from KS3 to KS4, students with SEND needs are supported by their Head of Year, Year Group Coordinator, subject specialists and the SEND department in choosing their level 2 subjects for KS4.
- Students have Personal Development (including PSHE) lessons, Form time activities and opportunities for personal develop and life skills.
- Alternative provisions are also made available for students who are unable to do the traditional GCSE subjects, these include: level 1/2 qualifications such as, BTEC, reduced number of options and/or 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/colleges with careers interviews taking place in the spring term to discuss aspirations for Post 16 preferences and ensure courses are suitable. Rockwood works with Connexions (an external professional careers advisory service) who provide careers guidance in line with statutory requirements.
- 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 SENDCO and teaching assistants, to help them understand student needs and develop strategies and resources to enable students to engage in learning. Regular Continual Professional Development (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:

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- Teaching support in the classroom via adaptations made by the teacher and assistance/intervention from a teaching assistant.
- Intervention groups, e.g., where students have pre-arranged sessions for example literacy, numeracy or both.
- Targeted sessions, e.g., Form time reading.
- Mentor sessions, e.g., study skills, organisation skills, social skills.
- Targeted intervention, e.g., Accelerated Reader/Ruth Miskin Fresh Start Phonics Programme/Lexia/Maths Watch.
- Social, Emotional and Mental Health (SEMH) intervention, e.g., Talkabout Teenagers, Anger Management/Social Skills.
- English as an Additional Language (EAL) support e.g., Flash Academy and Ruth Miskin Fresh Start Phonics Programme.
- Personalised strategies according to student unique needs.

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 to cater for individual student unique needs as follows:

- Subject teachers are responsible for planning accessible lessons that are adapted for every student according to their individual SEND need. Where available, teaching assistants work with teaching staff to make adaptations specific to student needs 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 all access.
- Students with a physical disability can use the lifts in school to move around the building and where appropriate other adaptations such as ramps for wheelchair access and specially adapted toilet facilities. The building is also risk assessed by our Site Team Manager annually which includes disability accessibility. We also carry out a risk assessment for any student with a short-term disability e.g. broken foot.
- Where appropriate, time-out passes, exam access arrangements, specific seating plans, personalised strategies and specialist equipment such as coloured overlays are available to support students.
- Student timetables can be adapted to allow for extra literacy/numeracy intervention if needed; these arrangements are usually temporary and will be regularly reviewed.

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- Using the Student Profile and Individual Learning Plan, teaching staff work alongside students to capture their strengths, concerns and learning needs and what is important to them. This information is shared with teaching staff so they can respond to student needs.
- Our school's **Accessibility Plan** and **SEND Policy** are also available on our website; please click on this link:
[SEND - Rockwood Academy \(corerockwood.academy\)](https://corerockwood.academy)

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

Teaching assistants work as part of a team under the direction of the SENCO and teachers to ensure inclusion and support a student's individual needs. Teaching assistants have had specific training in the following areas:

- Precision Teaching
- Phonics (Nov 2019; to be refreshed during 2024)
- EAL training – Bell Foundation (December 2021)
- Flash Academy training - TBA 2024
- Lexia Literacy training
- 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 staff and 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 the SENCO and/or external agencies.

Also, SEND staff work closely with external agencies such as Pupil and School Support (PSS), the Communication and Autism Team (CAT), the Educational Psychologist (EP), the Physical Difficulties Support Service (PDSS) which includes the Vision Impairment Team and the Speech and Language Therapy service (S<) to support teaching and learning strategies for SEND students.

The SENDCO also attends SENCO network meetings provided by Access2Education; Rockwood is also part of the TITAN partnership and participate in the SENCO forum. This gives access to up-to-date initiatives and other professionals to help support and guide both our staff and students.

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

Staff training includes ensuring 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 in the event of a severe allergic reaction and other significant health/medical needs such as diabetes and asthma.

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

Education Health and Care Plans are 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 meeting which 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 consider the young person's progress in the past year and decide whether the short and long-term 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 extra support on students' progress to enable them to reflect on the effectiveness of support and make adjustments where appropriate. Progress towards targets is reviewed regularly, at least termly, and relevant information communicated to parents in line with the requirements of the SEND Code of Practice.
- Parents are invited to attend a termly SEND surgery and provide feedback on the provisions and support given to their child/children; the feedback informs provisions amendments.
- Heads of Departments/Faculties and Pastoral teams also report on the progress made by students at well-being, pastoral and curriculum meetings.
- A SEND report is submitted to Governors every year.

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Students' non-academic progress is also tracked by those delivering interventions and every effort is made to give students a wholesome experience, where holistic 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 and 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, SENCO, Form tutors 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)
- Pupil Support Services (PSS)
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Speech and Language (SP)
- Physical Difficulties Support Service (PDSS)
- LACES (Look after children)
- CASS (Children's Advice and Support Services)

Anti-Bullying

We have zero tolerance for bullying and strive to create a community 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 Form Tutor and Head of Year.

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We regularly promote Anti-bullying through assemblies, PSHE/Personal Development and mentoring sessions and there are student well-being sessions available if required.

Pastoral Support

Form tutor: form tutors play a very important role in the daily lives of students; they see students at the start of the school day and for an extra hour during period 1 on Fridays.

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.

Year Group Coordinators (YGCs): support with behaviour, driving standards forward, well-being, uniform, safeguarding issues. Students can access the support of the YGCs who are all Designated Safeguarding Leads. The YGCs 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.

Curriculum Support

Heads of Department/Heads of Faculty: if the query is regarding a particular subject, we encourage students and families to speak to the relevant subject teacher or head of department/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 included to engage in activities with children and young people 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.

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

Planned adaptive teaching by teachers and teaching assistants ensures that all students in the class are catered for; adaptations 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, Prefects, Head Boy or Head Girl.

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

The SEND team is the primary link between the school and disabled students. Their needs are considered and disseminated to all staff via SEND documents and CPD sessions. All students on our SEND register have a Student Profile and Individual Learning Plan which identifies needs and provides strategies for intervention. Where possible, students are supported in class by teaching assistants; dependent on the level of need, specialised support is provided. Where required students will have personalised support strategies which may involve alternative timetables to improve literacy and numeracy skills. 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 are encouraged to attend break and lunchtime clubs and are reassured to know that they can approach any member of the SEND 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 and they can arrange an appropriate 'Peer Buddy' to ensure that the student develops friendships and feels supported. Students are encouraged to attend extra- curricular activities and residential trips.

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As a school we provide extensive Continual Professional Development opportunities for all staff through whole staff meetings and departmental meetings. The SENCO, teaching assistants and teaching and learning team work collaboratively with all departments to ensure lessons are adapted 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 SENCO have facilitated a far greater awareness of students needs with all staff and continued partnership with several outside agencies, this has meant that the school can plan and adapt the curriculum to suit the requirements of all students.

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 continue to develop intervention programmes 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:

The SENCO: Mrs Griffiths: s.griffiths@corerockwood.academy

Or a member of the Senior Leadership Team, who will address all concerns swiftly.

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

[Complaints Policy](#)

Further Information:

Local Offer: [Birmingham's Local Offer \(SEND\) | Birmingham City Council](#)

Parent Link Service:

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Tel: 0121 303 8461

Email: Parentlinkservice@birmingham.gov.uk