

# **ERASMUS DARWIN ACADEMY**

## **Special Educational Needs and/or Disability Information Report**

### **SEND Information Report**

**Erasmus Darwin Academy,**  
Pool Road,  
Burntwood,  
WS7 3QW



**Tel Number: 01543 685828**

**Head Teacher: Mr P Walklate**



## **How we identify and assess needs**

### **How will you know if my child or young person needs extra help?**

#### **How do you identify children or young people with SEND?**

At Erasmus Darwin Academy, students who have been identified as having additional needs at primary school will have their SEND information transferred to us as part of the transition process. The Academy transition lead, SENDCo and SEND Manager will liaise with primary schools in order to receive all the relevant information. This will include: carrying out visits where appropriate, organising meetings with all primary transition leads as well as receiving all SEND files and information for all students beginning at the Academy. In addition, we also work with External agencies for students who already receive their support (e.g., Autism Inclusion Team, Hearing Inclusion Team and Vision Inclusion Team). When EHCP students begin with us in Year 7, we will begin by obtaining all the EHCP information and will provide a programme of intervention based on the provisions outlined in 'section F'. Furthermore, when students arrive at the Academy, they will sit GL Assessments in English and Maths which assess pupils' knowledge, understanding and application in the core subjects as well as tracking their progress at individual and cohort level. The results of these tests, alongside our baseline assessments, will be used to determine whether additional intervention is needed. Through quality first teaching, staff will ensure the graduated approach is used in order to identify student need (assess) and then provide appropriate support (plan/do) at subject level where they believe additional support is required. Where teaching professionals believe a student, despite quality first teaching and subject level support, still requires additional intervention, the SEND team will then complete further assessments. At this stage additional information such as academic progress, staff feedback and student/parent voice will be requested to establish a pattern of need.

Teaching staff are incredibly vigilant at identifying and raising concerns of a potential SEND need that is not currently identified. We recognise that a child needs additional SEND support when they are 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 at 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

## How we identify and assess needs

- widens the attainment gap

If your child is not meeting age-related expectations and/or progress is a concern then your child's class teacher, with support from the SEND team, will identify any potential barriers to learning and plan strategies and intervention programmes that will aim to accelerate progress and close gaps in attainment.

### **After identification, what would your setting's first steps be?**

The first response to such progress would be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the subject teacher, working with the SEND team, would assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) the Academy would put in place extra teaching or other interventions designed to secure better progress, where required. Following identification of all students with additional needs they will be placed on our student support register where staff will be able to access all relevant information. This may include information such as: a diagnosis, area of need as well as any specific needs they may require such as a seating arrangement, sensory breaks and homework support. Once students have been placed on our register, they will be assigned a member of the learning support team as their key worker. This member of staff will act as the main contact for parents and will also meet with the student within their first few weeks at the Academy. Learning Support Assistants (LSAs) will then carry out a meeting with the student where a Multi-Element Plan (MEP) will be created alongside a student profile. The MEP will outline a maximum of three strategies, that teaching staff must provide alongside the quality first teaching provided in lessons, as well as a maximum of three SMART targets that will link to the student's area of need and will be designed to support the student in accessing the curriculum and all aspects of their school life.

### **What should I do if I think my child or young person needs extra help?**

#### **How will I be able to raise any concerns I may have?**

Should you wish to contact the Academy regarding additional support for your child, you can message via the 'Edu-Link' messaging App or through contacting school on 01543 685828 for the attention of your child's tutor or class teacher. You can also ask to speak to Mrs Eustace (KS3 SEND Lead), Mr Peace (KS4 SEND Lead), Mrs Ireson (SEND Manager) or Mrs Conolly (Assistant Headteacher/SENDCo). Alternatively, you could also contact your child's Head of House: Mr Williams (Ascot), Mrs Littler (Twickenham) or Miss Perkins (Wimbledon). Additional staff include: your child's tutor or class teacher.

In addition, should you have a general enquiry please utilise the support services for parents of pupils with SEND:

Staffordshire SEND Family Partnership

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

<https://www.staffs-iass.org/home.aspx>

## How we identify and assess needs

If you would like to speak to one of the SEND Family Partnership team or request information and support, please telephone: 01785 356921 during office hours. The answer machine is on out of office hours so please leave a message and your call will be returned as soon as possible. Alternatively, you can send an email to: [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

### Where can I find the setting/school's SEND policy and other related documents?

You can find the Academy policies on our school website:

<https://www.eda.staffs.sch.uk/policies/>

SEND Policy

<http://eda.staffs.sch.uk/wp-content/uploads/2022/02/SEN-Policy-Feb-2022.pdf>

## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND?

#### How will you support children and young people with SEND with or without an EHC plan and how will the school modify teaching approaches to meet my child or young person's needs?

The code of practice recommends that the first response to support students with additional needs is to 'provide them with the best teaching you can'. At Erasmus Darwin Academy we have developed a waved approach: Wave 1 – Quality First Teaching (support for all), Wave 2 – Targeted Support (support for some) and Wave 3 – Personalised Intervention (exceptional support). Through our whole school Adaptive Teaching CPD programme, the Academy is shifting towards a 'SEND sensitive' teaching approach where we are moving away from SEND provision that relies on a pre-defined, diagnosis-driven support plan towards an individual response, informed by the child's unique needs. Lessons are designed using evidence-informed strategies on 'how students learn' from cognitive science principles. Multiple studies show that teachers should prioritise developing & refining these familiar strategies to support all pupils.

As part of our 'Wave 1 Provision' all classroom-based professionals ensure that specific classroom strategies, used to support students with SEND, derive not only from their understanding of the whole child but through their class profiles. Class profiles are a resource at the Academy that all teaching and learning support professionals will have for all classes they teach; they outline students identified with an additional need and provide clear, personalised provision of how staff can support students with SEND in the classroom. Our 'Wave 2 Provision' focuses on our holistic approach to supporting children with additional needs. This is outlined through our extensive intervention programme which consists of provisions such as: mentoring, reading intervention, social skills, 1-1/group sessions, Hub Maths, Hub English, Touch Typing and Lego Therapy. Such provisions are designed around the individual child and will be provided following an assessment

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of the child's need. Our 'Wave 3 Provision' focuses on our external agencies such as: Autism Inclusion Team, Visual Inclusion Team, Hearing Inclusion Team and Educational Psychologist.

### **How does the school plan the support and when will I be involved in planning my child or young person's education?**

Support is planned through the graduated approach. Through using the assess, plan, do, review profile we are looking at the needs of the child and how well they respond to the support in place before moving onto the next phase. This could be both a reduction or an increase in support depending on the review stage. This process is communicated to parents/carers through a number of ways, most often through email and phone communication by the SEND team. Three times per year parents/carers will be invited to a SEND parental meeting with the child's key worker to address any concerns and to review strategies and targets in order to support the student to access the curriculum and wider school life. It is important that parents/carers as well as the students themselves are involved in the process as ultimately you will know your child the best. Furthermore, any information from external specialists will be shared with parents to ensure open and transparent communication. For students with an EHC plan parents will be invited at least once per year to complete the child's annual review. This process will include a meeting with either the SENDCo or SEND Manager and parent/carer and will often include any other adults that have worked with the child throughout the year.

### **What additional learning support is available?**

At Erasmus Darwin Academy the learning support team is based in the Hub. This is in a separate area to the main school building where we are able to offer support to our young people. We have the main Hub area where our main interventions take place including Hub Maths, Hub English, Touch Typing and specific learning screeners. Our reading intervention takes place in the library with our learning support staff and the Academy librarian and we also have the reflection room where more specialised interventions including 1-1 support, mentoring and relaxation sessions take place. The hub is also a safe, quiet space for our students to go when they need it throughout the school day as well as at break and lunch time.

### **How will the curriculum and learning environment be matched to my child or young person's needs?**

#### **What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?**

At Erasmus Darwin Academy our approach to teaching and learning is broken down into our waved approach. Staff deliver quality first teaching with a specific focus on adaptive teaching strategies. Adaptive teaching is simply: understanding the learning needs of all pupils and adapting the teaching in response to those needs. The code of practice outlines that good teaching for pupils with SEND is good teaching for all and this approach, whilst harmful to none, is beneficial to all and more importantly critical for some. Teaching professionals are supported with CPD throughout the year that not only supplies them with SEND specific strategies to support in the classroom but also provides regular updates regarding key information about specific students. Through the information outlined on

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the Academy's student support document, which all professionals have access to at all times, school and teaching staff will make reasonable adjustments to meet the needs of students with SEND, based on the personalised information about the child. The SEND department is led by Mrs Conolly (Assistant Headteacher/SENDCo), Mrs Ireson (SEND Manager) who leads a team of learning support assistants supported by Mrs Eustace (KS3 SEND Lead) and Mr Peace (KS4/5 SEND Lead) who oversee the specialised key stage provision. The team provides a variety of interventions that include in class support, small group teaching and 1:1 mentoring. We also have access to qualified assessors who carry out testing for exam access arrangements.

### **What provision do you offer to facilitate access to the curriculum and to develop independent learning?**

Where possible we will always look to make reasonable adjustments to ensure all students with an additional need are able to access the curriculum. This includes, but is not exhaustive to provisions such as: word processors, reading pens, extra time, sensory management strategies such as fidget toys, exit passes and access to our learning support hub when needed. Furthermore, for young people with social, emotional and mental health needs, we have support from our pastoral team and school counsellor. The Academy also works very closely with a number of external agencies including Autism Inclusion Team, Visual Inclusion Team, Hearing Inclusion Team, Educational Psychologist and CAMHS.

### **What additional learning support is available?**

If additional support is required, then interventions may be provided to support students in their core skills such as literacy and maths. It may be that subject-specific intervention sessions are provided by teaching staff at specific times throughout the year. We also offer mentoring sessions, social skills groups as well as Touch Typing.

In the spring term of Year 9, students will select their options ready for their transition into Key Stage 4. Our curriculum offer is ambitious for all students, regardless of SEND need.

### **Who will oversee and plan the education programme?**

The curriculum is developed by Subject Leaders and overseen by the Senior Leadership Team and Line Managers. In learning support, the education programmes are designed based on the needs of the students to make sure that it targets specific areas of difficulty.

### **What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?**

To ensure that students are used to their normal way of working by the time they sit their exams in Year 11, the student support team alongside teaching professionals gather evidence ready for exam access arrangement testing. Information is gathered from teaching professionals for students at the end of Year 9, this is then used to test students at the start of Year 10 to ensure access arrangements are formally in place for their two-year GCSE. Based on the results of the

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assessor, access arrangements include adjustments such as extra time, scribe, reader, prompt, separate room & modifications of exam papers for students with a visual impairment.

**Where can I find information on the courses, qualifications and subjects that are available within the setting or college?**

Curriculum Rationale: <https://www.eda.staffs.sch.uk/curriculum/>

Curriculum Overviews: <https://www.eda.staffs.sch.uk/curriculum/curriculum-overviews/>

Curriculum Milestones: <https://www.eda.staffs.sch.uk/curriculum/curriculum-milestones/>

Options at Y11: <https://www.eda.staffs.sch.uk/options-2022-2024/>

Options at Y13: <https://www.eda.staffs.sch.uk/sixth-form/>

**How resources are allocated to meet children or young people's needs?**

**How is your budget for SEND allocated and managed?**

The SENDCo in conjunction with the Senior Leadership Team & Finance Manager manages the budget for SEND.

**How would you secure additional funding for a pupil? Support needed for this?**

If appropriate, an Education, Health and Care plan application would be submitted on a case-by-case basis. AEN application if needed and criteria is met. Other funding may be sought via the SEND and Inclusion hub or the Virtual School for any Looked After Child.

**How does your setting further meet need?**

As the code of practice outlines "every teacher is a teacher of SEND". Teaching professionals receive regular updates, training and professional development to enable them to meet the needs of students in the classroom. Academy staff will make reasonable adjustments to meet the needs of students with SEND and will use the graduated approach to assess the students individual need, plan an appropriate intervention and review the impact of the provisions put in place.

**How is the decision made about what type and how much support my child or young person will receive?**

**Describe the decision-making process.**

The decision-making process is based on a range of information including but not limited to data (assessment and internal testing), teacher comments and feedback, parent conversations and information from the student. Decisions are based on the needs of the child including their academic ability and consideration given to their social, emotional and mental health needs.

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### **Who will make the decision and on what basis?**

The Learning Support Team, led by the SENDCo in conjunction with the Senior Leadership Team, Head of House, Attendance and Engagement officer & Student Support Managers.

### **Who else will be involved?**

It is important that parents/carers as well as students are involved in the decision-making process. Additionally, teaching professionals as well as external agencies may be involved.

### **How will the parent carer be involved?**

Parents and carers are involved from the very beginning to ensure they are fully informed of any concerns at each stage of the process. For students at the Academy this includes regular communication throughout the year to update on testing results as well as any concerns that may have arisen. This will be through a variety of channels including through the Student Support Team, class teachers, tutors as well as the child's Head of House. Additionally, students on our SEND register receive three meetings per year that will be used to review the current provision that has been put in place. This includes feedback from teaching professionals as well as a meeting led by the learning support key staff member where personalised wave 2 strategies will be updated as well as new targets set to ensure they are able to access the curriculum as well as all aspects of their school journey. This will be communicated with all professionals that work with the students both in and out of lessons.

### **How will equipment and facilities to support children and young people with SEND be secured?**

#### **What resources are available?**

Students that require additional equipment such as radio aids, specialised VI equipment such as technology and resources as well as noise cancellers will be supported in accessing such resources to ensure access to the curriculum. Professionals at the Academy will be provided with any necessary training to ensure the provision is available to a high standard. Additionally, resources such as coloured paper, paper enlargements and modifications, overlays, sensory toys, word processors and reading pens can be made available in order to support students if needed.

#### **What is the process to secure these resources?**

The Learning Support Department will work with external services to provide up to date and relevant programmes/resources to support students accessing the curriculum. This includes HI and VI teams who work with the Academy to provide specialist support.

### **How will you and I know how my child or young person is doing?**



## Teaching, Learning and Support

### **How will you assess my child's progress?**

Our curriculum is sequenced effectively, with end of year milestones in all subjects. Curriculum checkpoints and assessments evaluate whether students are maintaining pace with the curriculum and all subjects have fundamental elements that are delivered consistently across the Academy via our teaching and learning strategy and our approach to assessment. Assessment, in the form of curriculum checkpoints, summative assessment and frequent assessment for learning during lessons, ensures that teachers effectively judge whether students are maintaining pace with curriculum delivery and respond accordingly where misconceptions are identified. Our improvement phase strategy means that, following an assessment, our students use curriculum time to address key misconceptions before continuing with the scheme of learning. Target setting in KS3 now aligns with the mastery assessment system and results in each student having a minimum percentage target to aim for in each assessment. Subject Leaders are in charge of the end of Year percentage targets in Y7-10 leading to GCSE target grades in Y11. This percentage is awarded based on the amount of curriculum content students can retrieve at the key assessment points during the academic year. Students in Years 7-10 have their reading age tracked and reported home, in line with the assessment calendar, and this reading age data is analysed with intervention put in place accordingly. Information is also shared with families on how they can support reading.

### **How often will my child's progress be reviewed, and how will this be done?**

Progress is routinely monitored throughout the academic year where teaching professionals routinely assess the needs of students and adapt their lessons accordingly. This responsive teaching method is designed around our 'adaptive teaching' approach where teachers check the understanding of students, activate prior knowledge and address misconceptions. Formally, parents will receive two progress reports periodically during the academic year, this will outline where the student has achieved or exceeded their minimum percentage target in all subjects. In subjects where the minimum target has not been met, the teacher will indicate the intervention strategy that will be put in place to ensure that the students are back on track at the next assessment point. To assist parents in focusing on their child's areas for further development, we use a colour rating system in the percentage achieved column. Green indicates that the student is on track to exceed their minimum target, orange indicates that the student is on track to achieve their minimum target and red indicates that the student is currently not on track. At one of the progress check points, parents will receive a full academic summary of how their child is progressing. This will be completed by their tutor and will report on all elements of the child's performance which includes academic progress, behaviour and attendance. In the development stage we use the Accelerated Reader programme to track each child's reading age. At each progress check point, parents will be informed of their child's reading age which is given in years and months. For example, a child's reading age of 11/8 will mean they have a reading age of 11 years and 8 months.

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Additionally, as mentioned above, there will be three MEP parent meetings throughout the academic year where parents will be invited to review the progress made and what their personalised provision will look like moving forwards. Any decisions made in the meetings will be communicated with teaching professionals and other Academy staff to ensure the best support and provision is provided.

For more information on monitoring progress, please follow the link below:

<https://www.eda.staffs.sch.uk/curriculum/monitoring-progress/>

### **What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes?**

Yearly whole school parent's evenings are available to discuss progress as well as the three scheduled SEND specific MEP parent evenings but your child's teacher, tutor, head of house as well as the Learning Support Department will be happy to discuss progress if you are concerned.

### **How will you explain to me how learning is planned?**

Our curriculum mission is underpinned by these three questions. Will it give our students the:

- Education of the highest quality?
- Determination to be the best they can be?
- Appreciation of how to be safe, respectful and healthy?

At Erasmus Darwin Academy, we pursue Excellence for All in all that we do. Therefore, we believe that every child deserves to have a first class, values driven, broad and balanced curriculum which will prepare them for success academically, socially and emotionally. Our curriculum builds on prior learning, whilst also ensuring that students are prepared for the next stage of their education and for their future adult lives in modern Britain. Our academic curriculum is designed progressively to develop both the knowledge and skills required for the subjects we offer and to allow all subjects to be offered and studied at both key stages 4 and 5. Our schemes of learning are pitched to the top and effective subject specific support ensures all students can access our full curriculum offer as well as promoting and developing our core values of determination and excellence. Our curriculum is sequenced effectively in all subjects and curriculum checkpoints and assessments evaluate whether students are maintaining pace with the curriculum. All students at Key Stage 3 follow the National Curriculum and in addition, we deliver drama to all students as we believe it's beneficial for all students to develop self-expression, communication skills and teamwork.

### **What opportunities will there be for regular contact about things that have happened at the school?**

Communication between the Learning Support Team and parents is open and transparent. We will speak to parents if any concerns about their child are raised and we will seek permission before referrals to any external specialists. Where appropriate we work with specialist support services to ensure that students get the support they need. Any adjustments that need to be incorporated into the school day or curriculum will be considered and implemented.

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For additional information regarding parental involvement at the Academy, please follow the link below:

<https://www.eda.staffs.sch.uk/parents/parental-involvement-at-the-academy/>

### How will you help me to support their learning?

Supporting your child at home is vitally important to aid them in their school journey. You can do this by checking their planner daily for any homework and support them in meeting deadlines. Where detentions may have been set, this will enable you to have supportive conversations to outline what the barriers are. Talking to your child about their school day including asking about what they have liked learning about may improve their engagement and confidence as well as encouraging reading as this will support your child's understanding of the world and vocabulary. Please report any concerns raised at home.

### How do we consult with and involve children and young people with SEND in planning and reviewing their education?

In addition to the three MEP parent meetings, students with education, health and care plans are invited to attend their annual reviews to ensure that they are part of planning and reviewing their education. During the year 9 options process all students with SEND have additional option meetings alongside their parents/carers to ensure that their curriculum is appropriate and matches their needs.

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

The Assess, Plan, Do and Review model is used to help us identify progress and, if needed, where further support might be needed. Students are involved in this process through deciding on targets and contributing to the strategies that staff can use to support them with accessing the curriculum.

## Safety and wellbeing

### How do you ensure that my child or young person stays safe outside of the classroom?

Students have the option to access student support and learning support at the beginning of the school day, during break and lunch times and at the end of the school day. The Learning Support Hub is manned all day from 8am until 4pm and students can use this whenever they feel additional support is needed. The learning support team, as well as being on duty in the Hub at break and lunch time are also on duty around the Academy in order to provide a familiar face, from the Learning Support Team, should students not want to use the Hub during social time. There are many extra-curricular opportunities for students that run at

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lunchtimes and spaces can be offered during break time and lunch time if needed. Students are supervised during PE lessons and reasonable adjustments made where necessary with regards to the preparation and participation of PE lessons. Detailed and appropriate risk assessments are undertaken in preparation for school visits with learning support assistants being used as additional staff members when this is required. Additional risk assessments will be completed on a need-by-need basis to ensure all students can access the Academy to feel fully involved in the day to day running of the Academy. Furthermore, as part of our Personal Development Curriculum, students have safeguarding assemblies to inform them how to be safe and how to keep themselves and others safe (online and in the non-digital world). This also includes safeguarding in Personal Development lessons as well as age-appropriate sex and relationships education lessons.

### **What pastoral support is available to support my child or young person's overall social and emotional development and well-being?**

We organise our Academy on a 'vertical' basis involving all our students in year 7-10. We believe that this has real benefits for the individual student and for the school as a whole. It is founded on the principle that if secondary schools can subdivide into smaller, more 'human-scale' units, then each student is likely to feel truly valued as a person and more 'at home' in a family-like structure. Building this relationship between the tutor and student can be really important for the young person as they see the young person every day. From Y11-13 students are moved into year group tutor groups where they receive personalised provision based on their specific needs throughout the Academic year.

We have a zero tolerance for bullying and our policy for this can be found at:

<https://www.eda.staffs.sch.uk/wp-content/uploads/2022/10/Behaviour-For-Learning-Policy-MAY-2022.pdf>

### **How do you help children and young people to make friends?**

As part of our intervention programme, we offer a social skills intervention where students are given the necessary skills to work with other students and are guided on appropriate responses to a variety of social situations. In addition, we also provide 1-1 mentoring that is catered to need, this would therefore allow the learning support assistant to design a mentoring programme that was specific to supporting the student in developing positive relationships with their peers.

For additional information on our pastoral support, please following the link below:

<https://www.eda.staffs.sch.uk/academy-life/house-system/>

### **How will you manage my child or young person's medicine or personal care needs?**

#### **How does the school manage the administration of medicines and providing personal care where necessary?**

Any medicine held in school for a pupil must be signed in at Reception by a parent/guardian. These medications are kept in a safe secure place. All medication issued is recorded by members of staff. Each student is part of a house where they have a student support manager who they can access for personal support and will make reasonable adjustments to help them throughout the school day. Toilet passes are only issued with medical evidence.

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### **What would the school do in the case of a medical emergency?**

All first aiders are trained for medical emergencies, including issuing first aid or accessing emergency services. First aiders are aware of all high-profile medical students and training is regularly kept up to date.

### **How does the school support young people who have to take time off for medical appointments?**

The school will consult with parents/guardians about the student's individual needs as well as medical professional's as and when required. Where work is required, this will be e-mailed to the students account and regular check-ins made:

<https://www.eda.staffs.sch.uk/attendance/>

### **How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?**

Care plans are created on an individual basis. Communication will be made with parent/guardians' face to face, over the phone and via e-mail to ensure an open line of communication. Care plans are revisited each year unless the parent contacts sooner for any amendments. Medical professions may also be consulted in the process to ensure we have all the information required. Copies of care plans are e-mailed to relevant staff and then the care plan is added to the centre system for all staff to access in case there is a change in teacher at some point during the year. For further information, please contact Mrs Scott-Mullen.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

The Academy's student inclusion zone (SIZ) is staffed with three highly experienced members of staff who are linked to one of the Academy's three houses: Miss Matthews – Wimbledon, Miss Barber - Twickenham & Miss Powell – Ascot. Their role, supported by Heads of House, the Senior Leadership Team and the Learning Support Team, is to support all students at the Academy to make the best choices and follow our Academy rules: be safe, be ready and be respectful. This is further supported by our Academy Councillor, Mr Shinh and our Attendance Mentor, Mrs McLaughlin. Staff will ensure reasonable adjustments are made, where necessary, to support students with their behaviour, avoiding exclusions and increasing attendance. Students are explicitly taught a behaviour curriculum through their weekly pastoral update which provides contextual support and guidance on how to successfully adhere to the Academy rules.

Our attendance officer works incredibly hard to support all students with attendance and where appropriate will work with external agencies to support the young people in our setting.

To access the school's behaviour for learning policy, please use the link below:

<https://www.eda.staffs.sch.uk/wp-content/uploads/2022/10/Behaviour-For-Learning-Policy-MAY-2022-1.pdf>

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To access the school's attendance information, please use the link below:

<https://www.eda.staffs.sch.uk/attendance/>

### How do you support children who are looked after by the local authority and have SEND?

Students have an allocated non-teaching member of staff (Student Support Manager) along with an allocated link Learning Support Assistant, both of whom are there to provide them with any required pastoral support and guidance. Foster carers of children who are looked after by the local authority are able to communicate formally with an Assistant Headteacher/Head of House termly via the child's PEP meeting along with informally via a combination of phone, email and in-person contact as and when required

## Working Together

### Who is involved in my child's education?

Whilst at Erasmus Darwin Academy your child will be involved with and taught by:

- Subject Specific Teachers
- Form Tutor, whom they will see once a day and will be the first point of contact at school
- Learning Support Team
- Student Inclusion Team
- Head of Year
- Senior Leadership Team

Teachers are there to ensure that the learning matches the needs of all the children in the classroom through providing quality first teaching. Teaching will celebrate progress and achievement as well as supporting young people who may need additional help. If you wish to contact a member of staff, please do so by using the Edu-Link Messaging app or by contacting reception on 01543 685828.

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

SEND information is shared through the following channels:

- Student Support Register
- Individual MEPs (multi-element plan)

## Safety and wellbeing

- Class Profiles
- Student Profiles
- Email communication/staff briefings/face to face conversations for key updates and messages

### What expertise do you have in relation to SEND?

All professionals have an awareness of SEND and we are working to increase the knowledge of staff through regular CPD opportunities to ensure the best provision is in place for our students. We review the needs of staff and incorporate these in our training and development plans. Within the team itself, the SENDCo and SEND Manager are currently completing the National SENDCo award. There are currently 25 learning support assistants at the Academy with a range of strengths and training.

### Which other services do you access to provide for and support pupils and students with SEND?

At the Academy, we work with the following services:

- Autism Inclusion Team – available for any child with a confirmed diagnosis of Autism Spectrum Condition.
- Behaviour Support Team – school refer to this support service for children experiencing Behavioural difficulties.
- Educational Psychologist – a referral is made to the EP if a child is making significantly less progress than they should be or if it is felt that an EHCP is needed.
- Visual Inclusion Team – a referral is made to VI if a child has a severe diagnosed visual issue.
- Hearing Inclusion Team – a referral is made to HI if a child has significant hearing issues or hearing loss.
- Local Support Team – a referral can be made to the LST for family support where parents are experiencing difficulties in the home.
- Social Services/ First response team
- CAMHS – a referral can be made to CAMHS to support a child with underlying issues such as anxiety or mental health issues.
- School nurse/paediatricians – both are available for children who may need medical support.

### Who would be my first point of contact if I want to discuss something?

If you have any concerns about your child, your first point of contact would be their form tutor. Following this, should you have a specific subject concern you would then need to contact your child's subject teacher. You may do this by using the Edu-Link Messaging app or by contacting reception on 01543 685828.

### Who is the SEN Coordinator and how can I contact them?

Mrs Olivia Conolly - Assistant Headteacher/SENDCo: [o.conolly@eda.staffs.sch.uk](mailto:o.conolly@eda.staffs.sch.uk)

## Safety and wellbeing

Mrs Kate Ireson - SEND Manager: [k.ireson@eda.staffs.sch.uk](mailto:k.ireson@eda.staffs.sch.uk)

Mrs Natalie Eustace - KS3 SEND Lead/Year 7 Nurture: [n.eustace@eda.staffs.sch.uk](mailto:n.eustace@eda.staffs.sch.uk)

Mr Greg Peace - KS4/5 SEND Lead: [g.peace@eda.staffs.sch.uk](mailto:g.peace@eda.staffs.sch.uk)

### What roles do your governors have? And what does the SEN governor do?

Erasmus Darwin Academy SEND Governor is **Neil Faunch**

All governing boards have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND).

Governing boards' duties include:

- Using your best endeavours to make sure pupils with SEND get the support they need
- Making sure pupils with SEND engage in activities alongside pupils who don't have SEND
- Making sure there's a designated qualified teacher responsible for co-ordinating SEND provision (the SENDCO)
- Informing parents when the school is making special educational provision for a child
- Publishing information on the school website about the implementation of your board's policy for pupils with SEND (the SEND information report)
- Making sure there are arrangements in place in school to support pupils with medical conditions
- Co-operating with the local authority in reviewing the provision that is available locally and developing the local offer
- Paying extra attention to safeguarding and making sure our child protection policy reflects the challenges that children with SEND can face

Governors' monitoring role should:

- Understand the board's responsibilities under the SEND Code of Practice
- Monitor and report on all aspects of SEND provision and the progress of pupils with SEND
- Make sure the board is up to date on issues related to SEND and that it considers SEND in any budget discussions
- Make sure your school is making reasonable adjustments in line with the Equality Act 2010
- Confirm your school has appointed a SENCO and they've received appropriate training
- Meet regularly with the SENCO to discuss SEND provision, budget and resources

### How will my child or young person be supported to have a voice in the school?

### How will my child/young person be able to contribute his or her views?



## Safety and wellbeing

All students have the opportunity to contribute their views/suggestions to student voice once a term through our student voice model. Representatives include SEND students. Students are routinely questioned through pupil-based surveys, as well as weekly check-ins with tutor.

### **How will the school support my child/young person to do this?**

It is discussed with staff as part of tutor time with confident representatives sharing their views via election. Tutors identify students who need bespoke support with additional support to articulate their views.

### **How do you support children and young people with SEND in making their aspirations known?**

Students with an EHCP will have additional support when accessing careers provision such as careers interviews with our Career Advisor. Furthermore, as part of our 3 yearly MEP parent events, students are able to discuss their aspirations for the future.

### **Do you have any student focus groups, councils or forums within the setting?**

We have a House Council which then feeds into the Academy council.

### **What opportunities are there for parents to become involved in the school?**

The following is an opportunity for parents to become involved:

- Parents Evenings
- Parent Surveys
- Parent Forum
- Parent Governors.

### **What help and support is available for my family through the setting?**

If and when appropriate, we would look to support parents with completing referrals for external agencies. We would always support parents through what can be difficult referral systems. This would be a member of staff that families feel comfortable with.

## Inclusion & Accessibility

### **How will my child or young person be included in activities outside the classroom, including trips?**

## Inclusion & Accessibility

Erasmus Darwin Academy provides a wide range of opportunities to promote students' interest and learning beyond the classroom. Each academic year a wide range of educational visits are planned and delivered to give students insight and experiences that will greatly enhance their learning. Some visits are part of our Preparation for Life days, some visits are integral to an examination course, whilst some visits are for the purpose of enrichment in a particular subject. All of our visits provide highly enjoyable experiences that challenge students and extend the horizons of those involved. In Year 8, students are invited to participate in 'Challenge Week' which is an exciting, full week of outdoor learning at the Outward Bound Trust Centre, Aberdovey. Working in partnership with the highly trained instructors at the Outward Bound Trust, our students gain new skills and understanding that can be transferred to the classroom, promoting resilience and overcoming fears. Other opportunities include visits abroad, such as the opportunity to visit Paris to experience some sights of the city including Disneyland Paris, as well as the Academy's annual ski visit.

Learning outside the classroom is promoted across all departments in the school, with visits to places such as the Peak District, Jurassic Coast and London whilst students are also offered the opportunity to venture further afield to places such as Iceland, Italy and New York. The Academy affords students the opportunity to take part in the highly prestigious Duke of Edinburgh Award Scheme, with all 3 levels (Bronze, Silver and Gold) being offered. The number and range of educational visits available grows year on year and with staff at Erasmus Darwin Academy always willing to give up their time to provide as many opportunities as possible for students, there will continue to be an increasing choice of fantastic opportunities to get involved in and take advantage of.

The Academy extra-curricular timetable can be found here:  
<https://www.eda.staffs.sch.uk/academy-life/visits-and-extra-curricular/>

### Provide details of the physical accessibility of the setting IRR

#### Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

## Inclusion & Accessibility

Details (if required)

The Academy is a split-level site; making it partly accessible to all. There is disabled access into different parts of the building and there is access around the whole of the outside of the building for a wheelchair.

Not Accessible

☐

Are disabled changing facilities available? Yes ☒

No ☐

Details (if required)

N/A

Are disabled toilet facilities available? Yes ☒

No ☐

Details (if required)

There are disabled toilets on the ground floor of the main school building and in the Sports block.

## Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes ☒

Details (if required)

There is blue badge parking outside the school reception.

No ☐

Do you have disabled parking spaces for students (post-16 settings)? Yes ☒

No ☐

Details (if required)

N/A

### How accessible is the setting's environment?

The Academy is a split-level site; making it partly accessible to all. There is disabled access into different parts of the building and there is access around the whole of the outside of the building for a wheelchair. The Learning Support Hub, an external building that is fully accessible to all students is a space specifically for SEND students to access whenever needed throughout the school day. This includes the Hub's main room which is manned at all times throughout the school day with a Learning Support Assistant as well as the Hub's reflection room which has been designed to support Sensory needs. Reasonable adjustments can be made to support students with sensory needs as well as individual strategies to help students in different environments.

Accessibility Plan: <https://www.eda.staffs.sch.uk/policies/>

## Inclusion & Accessibility

### What forms of communication does the setting use to ensure inclusivity?

All communication at the Academy is in English however translations will be made available wherever needed.

## Joining and moving on

### How can parents arrange a visit to your school? What is involved?

Should you wish to arrange a visit to the Academy, please contact reception, who will then forward your request onto the relevant staff member, by:

Phone: 01543 685828

Message: <https://www.eda.staffs.sch.uk/contact-us/>

Information regarding the Academy Open Evening information can be found at:

<https://www.eda.staffs.sch.uk/open-evening-faq/>

### How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life?

We work closely with primary schools once places are confirmed, with additional visits arranged as recommended by the departing school. These take place before our usual induction day experiences for all students. Part of the work involves visits to local primary schools and parental meetings, where students are informed about what will happen when they join the Academy in September. We also offer work experience for students both in Y10 and Y12, working closely with Entrust. All students receive a careers interview during Y11, as well as earlier interviews for students in receipt of an EHCP. For all Year 7, mid-year transfers and students moving on to post 16 provision, there is sharing of information prior to enrolment as part of the transition process.

## Additional Information

### What other support services are there who might help me and my family?

## Additional Information

Staffordshire Family Partnership:  
SENDIASS Tel: 01785 356921  
Local Authority Support Services

Educational Needs Support Service (SENSS)  
Educational Psychology Service  
Hearing Inclusion Team (HI)  
Visual Inclusion Team (VI)  
Physical Disability Support Service (PDSS)  
Occupational Therapist  
Autism Inclusion Team (AIT)  
Children's Services  
Education Welfare Officer (EWO)  
Careers Advice  
Health Services  
School Nurse/GP  
Children and Adolescent Mental Health Service (CAMHS)  
Speech and Language Therapists (SALT)  
Midlands Psychology

Staffordshire Local Offer:  
<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

### When was the above information updated, and when will it be reviewed?

SEND Information Report Last Update: November 2023  
SEND Information Report Review Date: November 2024

### Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

### What can I do if I am not happy with a decision or what is happening?

## Additional Information

If, in the first instance, you are not happy with the SEND provision being provided for your child, please contact the Academy SENDCo to discuss this further. Additionally, you can also raise concerns through a member of the Senior Leadership Team, class teacher or a member of the Student Support Team or SEND Team.

### Type of Setting *(tick all that apply)*

- |  |  |   |   |                                  |
|--|--|---|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special              |   |                                  |
| <input type="checkbox"/> Early Years           | <input type="checkbox"/> Primary             | <input checked="" type="checkbox"/> Secondary | <input checked="" type="checkbox"/> Post 16                 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained            | <input checked="" type="checkbox"/> Academy  | <input type="checkbox"/> Free School          | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
- ☐ Other (Please specify below)
- 

**DFE Number:** 860/5404

### District

- |                                    |   |   |  |
|------------------------------------|---|---|--|
| <input type="checkbox"/> Cannock   | <input checked="" type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth            |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands            | <input type="checkbox"/> Stafford           | <input type="checkbox"/> South Staffordshire |

**Specific Age range:** 11-18 years

**Number of places:** 1135

### Which types of special educational need do you cater for?

- ☒ inclusive mainstream school      ☐ special school

Offer specialisms in. Tick all those that apply.

## Additional Information

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly                                    | <input type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input checked="" type="checkbox"/> Visual impairment friendly            |   |

### Other specialist support/equipment:

- ☐ Specialist technology

**Comment:**

- |   |  |
|---|--|
| <input type="checkbox"/> Rebound trampoline                     | <input type="checkbox"/> Hydrotherapy                |
| <input type="checkbox"/> Accessible swimming pool               | <input checked="" type="checkbox"/> Medical          |
| <input checked="" type="checkbox"/> Outreach and family support | <input checked="" type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services  | <input type="checkbox"/> Hearing loop                |
| <input checked="" type="checkbox"/> Sensory room/garden         |  |