



CORLEY ACADEMY
Inclusion Aspiration Perseverance Independence

SEN Information Report (Local Offer)

1st February 2024

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Ratified by the (*Board of Trustees)

Signed by the (*Board of Trustees):

Date

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1. Introduction

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy, available on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

2. What kinds of special educational needs does Corley Academy make provision for?

Corley Academy is a secondary special school for students with complex communication and interaction difficulties. All students at Corley Academy have an Education Health and Care Plan.

3. How would Corley Academy identify and assess my child's special educational needs?

Students arrive at Corley Academy following a programme of transition. Within this process needs are identified in conjunction with previous provision, parents and the Education, Health and Care Plan already in place. Students undertake a series of baseline assessments so that they can be correctly placed in the most appropriate teaching group in order to meet their individual needs.

A formal meeting is held three times a year with teachers and senior leaders to monitor progress. These meetings are:

- Annual Review/Transition Review
- Parent/Teacher Progress Meetings
- Pastoral Mentor Meetings

The school works closely with external agencies where appropriate to support the needs of students.

4. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Any transition for students are carefully planned and managed and carried out with student, staff and parent support. Changes are discussed with students and their views and wishes are listened to and planned for. If transitioning between classes students will have trial sessions with a supporting adult to manage this change.

Transitions between settings, or preparing for adulthood, in moving on to college for example will again be carefully planned with visits arranged with either Corley staff and/or parents. College staff will often also visit students at Corley Academy to familiarise themselves.

5. How does the school evaluate the effectiveness of provision for students with special educational needs?

We have a robust system of self-evaluation using the Ofsted Framework. This includes looking at:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management

The Local Governing Body and the Trust are involved in this process and receive regular reports at the half termly meetings. We also operate a programme of Governor Monitoring Visits with identified governors responsible for a particular area of provision. Any additional interventions, such as literacy and numeracy support, and use of additional funding such as that received for disadvantaged children are monitored for effectiveness.

Corley Academy was inspected (November 2017) and received Good in all areas.

6. How do I know how well my child is doing at school?

We meet with you as parents/carers on three occasions over a school year to hold a structured conversation about your child.

Annual /Transition Review: we discuss progress against Education Health and Care Plan Outcomes and we may set additional targets to be monitored over the year.

Parent Teacher Progress Meeting: you are invited to school/via telephone to meet with your child's teachers to review their schoolwork and discuss progress and areas for further development. These will take place from 4.00pm-5.30pm on a date provided at the start of the school year.

Pastoral Mentor Meeting: a 30-minute appointment will be arranged for parents and carers to meet with their child's Pastoral Mentor to discuss their personal development and well-being, and their academic and personal progress. The Pastoral Mentor will have available a range of data and information to enable them to discuss all aspects of your child's development and progress. These will take place during a school day.

You can also communicate with us by telephone or email. At the start of each school year, you will be provided with email contact details of the senior member of staff who oversees your child's Mentor Group.

You will be able to contact your child's Pastoral Mentor to discuss any issues and they will keep regular contact with you as necessary.

7. How will the staff support my child? How will the curriculum be matched to my child's needs?

Through regular whole school meetings and information sharing systems, every student's needs are shared and understood. Discussions take place to identify successful strategies thus creating a consistent approach to your child's needs. Teaching and Learning Assistants support curriculum areas. Students will be taught in a whole class environment with small groups and 1:1 intervention when necessary.

All lesson planning, both medium term and short term is differentiated within each class.

School may be supported by Speech and Language Therapists, Occupational Therapists, Educational Psychologists, the School Nurse and specialist teacher advisors where and when appropriate.

8. How do you adapt the curriculum?

The curriculum is regularly reviewed to meet the individual needs of students at Corley Academy. Our aim is to provide a broad, challenging and varied curriculum, which provides the opportunity for individual learning both inside and outside the classroom, along with links to vocational experiences and the wider community.

8.1. Pathways

Please look at our website Curriculum pages. Here you will see details of what your child is learning in each subject, along with details of our Enrichment courses, and Key Stage 4 Options.

We offer a Core and Life Skills Pathway which will lead to varying qualifications in KS4.

8.2. Accessibility

[Accessibility Plan link](#)

Your child's teacher/s is/are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1-to-1 basis or small group when required however each class will have a Teaching Assistant in lessons to support learning. Our Teaching Assistants are prominently subject specific.

We may also provide the following interventions:

- Read, Write, Inc.
- Play Therapy
- Draw and Talk
- Magic Belt Reading Intervention
- Maths/Science 1:1 or group intervention
- Work Related Learning
- Relax Kids
- Advice from Educational Psychologists
- Occupational Therapist, Speech and Language
- Reading Enrichment group
- DARE (Drop Everything and Read)
- Reading Enrichment Group
- Temporary change of work location
- Accelerated Reader/Guided Reading KS3
- Hypnotherapy
- Counselling
- Social Skills

- Anger Management
- Behaviour Plan
- Exam Access Arrangements
- Reduced/ increasingly individualised timetable

These interventions are part of our contribution Coventry's local offer.

9. How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their Education Health and Care Plan. The Outcomes are shared with all staff and reviewed throughout the year. Regular progress pastoral meetings may indicate any additional support your child may require.

10. How will my child be included in activities outside the school curriculum including educational visits?

At Corley Academy, every student has the opportunity to access educational visits, including a residential visit to Plas Dol-y-Moch in North Wales. No student is excluded from activities at Corley Academy, we will ensure each child can take part in a reasonable and safe manner.

Clubs take place during the lunch hour, students are given a choice of clubs to attend.

All students take part in Enrichment on Wednesday afternoons, where they can follow courses in a range of activities, such as Drama, French and Outdoor Learning, please see our website for further details. All of these activities are accredited.

Students also have the opportunity to participate in Forest School activities.

11. What support is there for my child's overall well-being?

We have a robust Safeguarding Policy and protocol in place. Students' health and well-being is paramount. We work closely with external agencies, other schools and the Local Authority. We also work closely with Social Services in particular the Children's Disability Team.

We work closely with CAMHS, if your child requires that level of support.

All staff receive on-going training, including in all aspects of Child Protection and Safeguarding. All staff work towards standards set out by the Autism Education Trust.

Staff also undertake Protective Behaviours training.

We have a zero tolerance approach to bullying. Bullying is treated extremely seriously and is dealt with by your child's class Teacher/ Extended Leader Please see our Anti Bullying Policy for more information.

We prevent bullying in school by Timetabling each class for 3 PSHCE lessons weekly which focus on improving emotional and social development and listening to the views of students. As part of their curriculum students learn about 'bullying and positive relationships' and any students ideas for prevention of bullying are put forward to the student council. Throughout the year the Academy has a 'Theme of the Week' which can relate to the UNICEF Acts for Children's Rights and social and emotional development is covered within this area.

Our Student Support staff provide interventions to help your child; including Social Skills, Anger Management, Drawing and Talking and Wellbeing.

12. What training is provided for staff supporting children and young people with special educational needs?

All of our teachers have Qualified Teacher Status and have undertaken specialist further professional development. Our Teaching and Learning Assistants also have a range of expertise and receive ongoing professional to ensure staff they remain informed and skilled.

All staff follow a programme of autism awareness training to ensure a base line level of understanding. Individual staff continue this to various levels.

13. How accessible is Corley Academy?

Our school is located just over the Coventry border within the Warwickshire countryside. We will make every reasonable adjustment in order to accommodate the needs of disabled visitors, students and parents.

For more information please look at our Accessibility Plan on our website.

14. How are parents and carers involved in the school? How can you get involved and who should you contact?

We hope to meet new parents at the stage when you are deciding which school is your preferred choice for your child. When a decision has been made and a place has been provided, we hold a new parents' evening for Year 6 transition students prior to your child starting our school. Parents are invited to arrange a visit with their child, prior to them transferring here. Parents and carers will receive a Monthly Bulletin from the Headteacher with current updates in relation to various aspects of school life. Parents and carers will also receive a half termly Newsletter.

Parents can access information via our website, Twitter and Arbor and will receive contact details of key staff involved in the wellbeing of their child.

Our Attendance and Inclusion Manager can be contacted through the school office with any parent concerns.

15. How do parents, carers and children get involved in their education?

Each year we hold a structured conversation with you, where we discuss your child's wellbeing at our school. We hold two Parents' Evenings. One for Key Stage 3 and one for Key Stage 4 and Post 16, where we discuss individual student's progress. In Key Stage 4 and Post 16, students' progress towards target grades is monitored on a half-termly basis and results shared with students and parents.

In Key Stage 3, parents receive termly updates on their child's academic progress and approach to learning.

Parents and carers are expected to attend their child's Annual Review. Please let us know if our location or transport is a barrier to attending.

We also arrange coffee mornings/evenings if we have information which we need to share. This is also a chance to meet other parents for coffee and cake.

We also hold events such as Christmas/Spring Fairs and drama productions to which you are warmly invited. A Celebration Day is held for Year 11 leavers.

For further information, our website and Twitter is regularly updated with upcoming events or alternatively please contact our school office.

We keep you informed of your child's progress through the Annual Review, Annual Reports, half termly monitoring and by sharing targets and progress through the structured conversation. We also write to you or ring you if needed and we hope you will also keep in touch with us that way as well.

The children are involved in the running of the school through the Student Council. They are also involved in setting and discussing their own targets for the week ahead and during their Annual Review. We hold regular Student Barazas whereby students are encouraged to air their views about life in school and how we can adapt our practices to improve students' experiences.

Parents and Students surveys are requested annually.

16. What support is in place for looked-after and previously looked-after children with SEN?

Corley Academy recognises that children looked after may have additional vulnerabilities. The Named Lead for Looked-After and Previously Looked-After Children is Gill Matheson, 01676 540218

Corley Academy will work with Personal Advisors when children leave care (where applicable).

Corley Academy is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

Staff will receive training to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as all other students at Corley Academy. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another

17. What do I do if I have a concern about the school provision?

In the first instance, we encourage you to contact your child's Senior Link. If you still have concerns then please contact the Deputy Headteacher or the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

18. What specialist services and expertise are available at or accessed by the school?

We work closely with a range of services to support your child's needs, including Occupational Therapy, Speech and Language Therapy, Educational Psychology Services and CAMHS. Your child will need an Education Health and Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) Team.

19. How do you prepare my child for joining your school or transferring to another school?

We offer a structured induction programme once our school has been named on your child's Education, Health and Care Plan. Our SENCo and/or Higher Level Teaching Assistant responsible for transition will contact you and your child's current school to arrange this. If the time comes for your child to move on from Corley Academy, we will liaise with the receiving school or college and follow their transition process.

To help students with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the student's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

- Deliver training around individual students SEND to incoming teachers.

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting and complete information requests from schools/colleges..

The SENCO of the primary school meets with our SENCO/Year 7 Lead Teacher to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents of incoming students to discuss how we can best welcome their child into our community.

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

20. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch with our Attendance and Inclusion Manager. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer.

[Coventry City Council](#)

[Solihull](#)

[Warwickshire](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Coventry – Coventry City Council](#)

[Solihull – Family Action](#)

[Warwickshire - Barnardos](#)

National/local charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

[Parentzone](#)

[National Autistic Society](#)

21. Glossary

Access arrangements – special arrangements to allow students with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a student's EHC plan

Area of need – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a student's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEN

SEN support – special educational provision which meets the needs of students with SEN

Transition – when a student moves between years, phases, schools or institutions or life stages

22. Changes

Description	Date	Page	Section
Updated section 4	February 2024		
Added pathways			Section 8
Amended section 11 re Bullying			Section 11
Update re staff training			Section 16
Detailed how we prepare students for transition to/from Corley			Section 19