

Special Educational Needs - School Information Report

“What we offer” September 2021

This is our Special Educational Needs School Information Report for 2021-22, which details what we offer for children and young people with special educational needs and disabilities (SEND) in our academy.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

For further information, please refer to our Special Educational Needs and Disabilities (SEND) and Learning Policy and Academy Admission information, also to our authority’s local offer, which can be accessed via the following links.

[SEND Policy](#)

[Accessibility Plan](#)

[Walsall Local Offer](#)

September 2021 review -

Please note that due to the current COVID19 pandemic, details of support and procedures outlined within our School Information Report are subject to compliance with our overall Academy Risk Assessment. This risk assessment was introduced to ensure the safety, at all times, of our staff and pupils during such period. Please use the contact details on page fifteen in our report, should you require further information on this.

How do you teach children or young people with Special Educational Needs and disabilities?

All students at Willenhall E-ACT Academy have support in the academy through quality first teaching and differentiation. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, change to teaching styles as well as varying levels of adult support.

Person-centred collaboration: Working with SEND and LAC learners at Willenhall E-ACT Academy

When a student has been identified as having a special educational need, they, along with their parent/carer, will be consulted about and involved in the arrangements of support made for them as part of a person-centered planning approach. This will include the creation of a SEND Individual Support Plan (ISP) that will be shared with all teaching staff. An ISP help teaching staff meet the respective SEND student's learning needs, as its contents inform their teaching practices. The plan will also include reference to making necessary adjustments to the student's learning environment such as seating plan, lighting in the classroom, colour settings of the interactive whiteboard and so on. The SEND Team will also hold regular student voice sessions in order to collect and – where necessary – action the student voice feedback collated. Support is also provided for Looked After Children (LAC) through close liaison with the internal Safeguarding team and local Children and Social Service teams.

Providing provision for SEND learners within every category code of SEND, as outlined in the SEND Code of Practice (DfE, 2014), is a priority at Willenhall E- ACT Academy. These include those pupils with identified additional needs in areas such as Cognition and Learning (C&L), Communication and Interaction (C&I), Social, Emotional and Mental Health (SEMH) and Sensory and/or Physical needs (SPN). All teaching staff have access to our 'Guide to supporting SEND pupils Booklet', which summarizes Willenhall E-ACT Academy's:

- Definition of each SEND category code.
- Graduated Response Approach to support SEND students.
- Quality First Teaching Strategies for SEND learners for each category code
- Support with Exam Access arrangements.
- Mental Health First Aid support.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’

How do you decide a child or young person has Special Educational Needs or disabilities?

The systems in place for identifying and assessing SEND learners at Willenhall E-ACT Academy are robust and collaborative, hence effective.

The need of a pupil can be identified in a variety of ways including:

- By a parental concern, a meeting is held once internal evidence-gathering has taken place in order to share findings and next steps with parents
- By the student via student voice feedback.
- By a staff member completing an SEND referral document which is accessible to all staff via Provision Map, a SEND secure portal system.
- By an external agent such as a professional practitioner from either a physical or cognitive profession.
- By information shared by a previous educational establishment of the pupil.
- By information given to us by our Local Authority – Walsall.

Similarly, students can be assessed using a range of strategies including:

- Observations (formal/informal) both in the classroom and around the academy;
- Bespoke 1:1 work and intervention conducted by SEND staff;
- Arrange for specialist assessments carried out by external professionals (Educational Psychologist, Sensory Support Teacher, Medical Staff etc.)
- Whole-academy tests and assessments carried out by faculties
- Skills-specific assessments carried out by the SEND Team.

The SEND team has strong working relationships with external professional experts. The team will immediately seek specialist advice should evidence collated clearly indicate a possible diagnosis and/or specialist support that cannot be provided from within the academy.

What the legislation says...

SEND Code of Practice 2014 4.32: ‘Arrangements providers have for identifying the particular SEN of children and young people.’

SEND Code of Practice 2014 4.34: ‘Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.’

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with Special Educational Needs?

At Willenhall E-ACT Academy we operate a graduated response to meet the SEND needs of students. At Wave 1 support level teaching staff plan high quality teaching, which is targeted to meet the needs of all children in the class. This is known as Quality First Teaching. At wave 2 level, we provide a range of opportunities for SEND pupils to learn in small, structured groups for specific interventions with the aim of improving skills in a particular area, such as reading comprehension or fine motor skills. These interventions are available to those students with SEND and are led by Teachers or LSPs trained in that specific intervention. Assessments are held at the start and end of the intervention, so progress can be measured closely e.g. a standardised spelling assessment or numeracy assessment. Interventions usually run for a set period of time, this may be for half a term or one or two terms.

If your child is identified as needing some intervention/additional support this will be planned and reviewed termly and would be included on their Individual Support Plan. This details all provision that is additional or different to the majority of the peer group and makes clear how often the support will happen and for how long.

Teaching and learning may be adapted this may mean class work is differentiated for a student.

At wave 3 and wave 4 level of our graduated response, if a student continues to experience difficulties then the academy will seek advice from a specialist outside agency, such as the Educational Psychologist or Speech Therapist.

If your child has more complex or long-term needs a request may be made for an assessment for an Education, Health and Care Plan (EHCP).

The term 'extra support' is at the forefront of our review of our learning environment and the availability of resources this includes:

- Work on the physical environment, availability of lifts in the academy for students with lifelong or temporary physical disabilities.
- Improve the safety for visually impaired students such as high visibility markings on steps, posts, entrances and exits and improved lighting.
- Modifications to classroom environments and equipment to increase the provision of assistive technologies to improve access to the curriculum for SEND learners.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.'

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’

How do you make sure children and young people with Special Educational Needs and disabilities do well?

The Progress cycle for SEND

learners – Identification of

progress

- Every term, subject teachers report on how well pupils have learnt the planned curriculum in their subject.
- SEND staff review how well SEND pupils have learnt the curriculum based on the reports from teachers.
- Communicating and liaising with class teachers regarding progress made during any in-class mock/assessment results
- Contacting parents/carers of those pupils on our SEND register, at least once every term, to feedback progress in school and to discuss with them their views on this. (Parent/Carer voice)
- Holding a formal one-to-one meeting with all pupils on the SEND register, at least once every term, to get feedback from them on their progress in lessons. (Student voice)

Planning and delivering effective support for progress.

- All specific intervention sessions, either individual or group, are delivered in line with the SEN CoP (2015) in respect of the Assess-Plan-Do-Review cycle and as per our Graduated Response Approach as outlined in our SEND learning policy. Any additional Wave 2 or 3 interventions/provisions are assessed at the start and end in order to measure the impact of these on progress. We aim to pre-teach curriculum content in order to ensure that pupils can access the curriculum content on first teaching in lesson.
- Communicate and disseminate out to staff formal feedback from external professional experts of support strategies which aim to help SEND learners progress in any identified non-curriculum related issues they may have.

Monitoring the Impact of support on progress

- Progress is assessed through conversations with pupils, book looks, future assessment data to evaluate how well students have learnt the planned curriculum.
- Regional and senior academy staff monitor the effectiveness and impact of SEND support through line management, working alongside days and GRDs.

What the legislation says...

SEND Code of Practice 2014 4.32: ‘Information about assessing and reviewing pupils’ and students’ progress towards outcomes, including how providers work with parents

and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with Special Educational Needs and disabilities?

Within our academy there is a dedicated department, The Inclusion Team, to support SEND learners:

- The Inclusion area includes a number of classrooms/areas in which TAs deliver intervention sessions for individuals or groups.
- TAs work in the SEND department to help deliver bespoke support for SEND learners, such as reading age improvement, touch typing lessons for Visual Impaired students and mentoring support for those students with any well-being issues.
- TAs support pupils in lessons to access the curriculum.
- In lessons, staff use white boards and visualisers to support pupils to understand the curriculum.
- For strategic SEND meetings the office of the SENCO, Ms C. Tanner is used.
- There is a separate office in the Inclusion Centre occupied by the Assistant SENCO, Mr. G. Cooper, this is used for meetings with staff, external professionals and for meetings with pupils.
- There is a dedicated room to support pupils with Social, Emotional and Mental Health (SEMH) issues. This is led by our lead SEMH practitioner, Ms S. Roberts.
- Situated on the lower floor of the Inclusion Centre is the Medical Room and SEND staff help to supervise and support this facility.
- Ramp and lift access is available for pupils with physical disabilities and specific medical conditions to enable them to access the whole building.
- In all instances we consult with external agencies if a pupil came to us with a physical or sensory impairment. We would ensure all necessary recommendations and adjustments were put in place.
- Disabled toilets are also available for those pupils with specific medical needs. There is a disabled changing area.

NB. On occasions SEND students will remain on roll, but move temporarily to other educational facilities, which at that time may suit their particular needs. Our positive working relationships with such external facilities allows us to effectively and quickly provide an alternative support pathway for our SEND learner.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

Willenhall E-ACT Academy SEND Team:

Miss Carrie Tanner, SENCO

Mr Simon Price, Deputy

SENCO Mr. Gary Cooper

(Assistant SENCO)

Team of Qualified Teaching Assistants (Level 3)

Mr. Adam Tranter (ASD and LSP English Level 3), Mrs Louise Marshall (LSP English Level 3), Mrs. Tracy Ankrett (LSP Level 3 Mathematics), Mrs Alison Reeves (LSP level 3 Mathematics) Miss Sarah Roberts (SEMH Lead practitioner)

Team of Qualified Teaching Assistants (Level 2)

Mrs Beverley Small, Mrs Lesley Pilczek, Mrs Sue Benton, Miss Brittany Spooner and Mrs Tracy McAllister

To contact any member of the SEND team then please call either **01902 368221** or **01902 365184**

SEND and teacher Staff Development:

When a training need is identified, we ensure that we locate and secure the services of an expert provider, who is able to deliver the necessary CPD training for ALL or targeted groups of staff. These expert providers include Educational Psychologist (EP), Speech and Language Therapist (SPALT), Walsall Occupational Therapy Team, Mental Health practitioners, School Counsellor, Local Authority SEN Team, School Health including School Nurse, Qualified Teacher of the Visually Impaired, Children's Services (Sensory Support) Teacher of the Deaf; Walsall Disability Team. Bespoke CPD Training for SEND staff has included training on Visual Impairment modification, Fresh Start, Exam Access Arrangements.

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years' practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with Special Educational Needs and disabilities?

Additional support for the social, emotional, mental and health wellbeing of pupils at Willenhall is offered in a variety of ways that are all linked.

- Primarily, we have an internal dedicated practitioner specifically trained in Social, Emotional and Mental Health (SEMH) support, who work with small groups or individuals to identify specific needs these can then be targeted through the delivery of specific SEMH support work.
- In addition, the inclusion team offer on- going support with students with emotional difficulties.
- A range of social and emotional support is available to support with concerns such as self -esteem, social skills and anger management.
- Students are encouraged to report any incidents, including bullying, and these are dealt with primarily by the pastoral and college teams, but all staff are trained to be able to support young people to air any concerns that they may have and deal with any incidents of bullying.
- There is an academy counselling service available for 1 day per week and students are referred to this service through the pastoral system.
- E-ACT staff are trained as mental health first aiders and take the wellbeing of young people and staff seriously.
- Assemblies are delivered on topics such as anti-bullying and the school takes a zero tolerance approach on bullying.
- Our attendance support worker works closely with families that require additional social, emotional and mental health support and can signpost to additional supporting external agencies.
- Support to prevent exclusions come from Filter Group meetings as professionals to discuss our most vulnerable and at risk students. This will result in information sharing and the relevant additional support and interventions being put in place to support students at risk of exclusion such as a behavior intervention, social intervention or managed move.
- If a pupil has a specific health care need an individualized health care plan will be implemented with input from pupil and parents/carers.
- Administration of medication is undertaken when necessary by trained staff and in liaison with parents and external services.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?

We prioritise liaison with pupils and parents to ensure that equipment, services and/or support is all relevant. We have initial meetings with new students and then follow up with regular parental contact.

Willenhall E-ACT Academy is composed of a number of one and two storey buildings. Our staff work hard to ensure all pupils feel safe and welcome in the academy.

During break and lunch times, there are supervised areas for pupils, with a particular focus on helping them to develop confidence and social skills.

Where possible we have ramps for wheelchair access. There are two lifts for wheelchair users they are situated in two separate buildings and allow access to the upper floor. A student can use the lift under supervision only.

There are a number of disabled toilets throughout the academy building all at ground level.

To improve access for visually impaired students, potential trip hazards have been identified and painted yellow. If you are concerned about accessibility to the school site, then please contact the Head teacher to raise your concerns and arrange a visit to discuss them.

We have access to a range of specialist support teams from the Local Education Authority which covers a wide range of needs. This includes Access and Technology and Sensory support, to ensure the equipment necessary is provided to enable our pupils with Special Educational Needs to fully access the curriculum. Consequently, where a student requires additional technology or equipment and it is a reasonable adjustment to do so, the school will provide this.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.

SEND Code of Practice 2014 4.35: 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favorably than other pupils...'

How will I know if my child or young person is doing well in school?

The SEND team strive to offer a high level of communication with all parents/carers. Through our monitoring and reviewing process we aim to get a clear picture of how a student is progressing. This information may be shared with you in a variety of ways including:

- Meetings or contact with SEND staff, at least once per term, to discuss student progress.
- Home / school books, enabling communication between home and the class teacher on a regular basis.
- Annual review meetings regarding progress for those learners with an Educational Health Care Plan (EHCP).
- An update of correspondence received or of progress discussed at meetings held with external professionals.
- Feedback from the SENCO at Parent evenings
- A copy/copies of any reports provided by external agencies.

It is important to the SEND team that a parent/carer can feel comfortable to come in and speak to any member of the SEND team, at any time throughout the school year, to discuss progress or any concerns they may have.

In terms of progress, the academy has a comprehensive response to the graduated approach, as advocated in the SEND Code of Practice (DfE, 2015). The diagram on the following page summarizes the various intervention options available to all SEND learners. The progress of a student is tracked at each assessment point and the level of progress they are making (in conjunction with other evidence) aids the intervention choices for a SEND learner.

If they continue to make slow progress despite receiving intervention, then they are assessed further and – if required – external support is sought to identify the needs of the SEND learner before appropriate support is implemented at the relevant wave.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

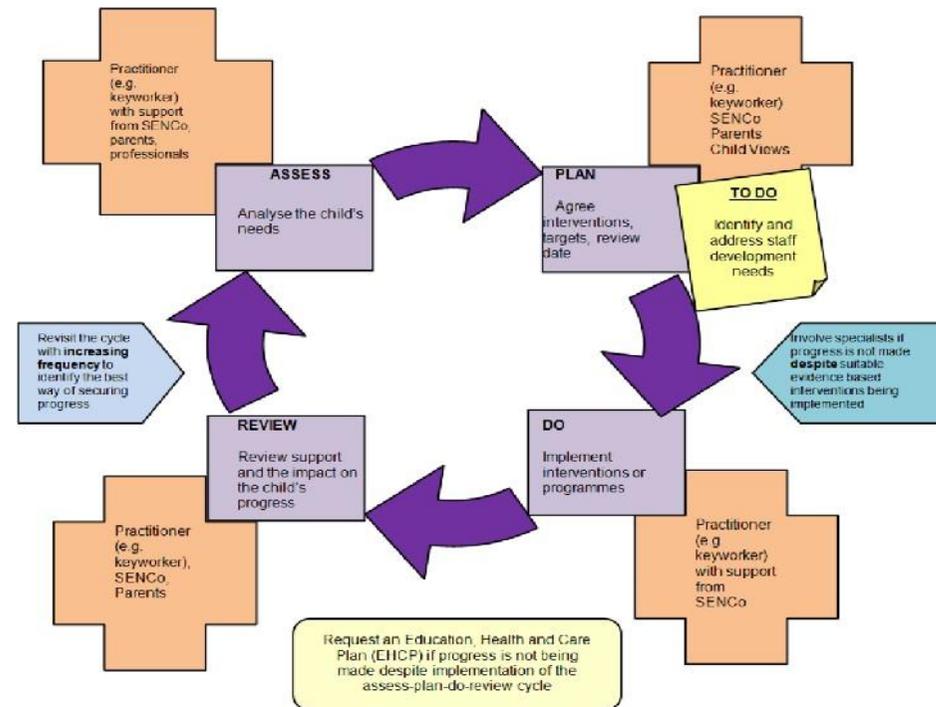
SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Willenhall E-ACT Academy

(Left) Flowchart of our Graduated Response Approach

WAVE 4 - EHCP level	
EHCP	EHCP PROCESS
Severe and complex needs identified which require further multi-agency support	ASSESS - CONSIDER WHETHER AN EHCP ASSESSMENT IS NECESSARY
	PLAN - CO-ORDINATED ASSESSMENT TO GATHER PROFESSIONAL INPUTS FACE-TO-FACE STRUCTURED DISCUSSION WITH FAMILY AND STUDENT
	DO - CO-ORDINATOR DRAFTS EHCP PLAN SENT TO PROFESSIONALS TO REVIEW IN ADVANCE OF PANEL MEETING I.A. CONSULTS GOVERNING BODY OR PRINCIPAL
WAVE 3 - SEN PLAN level	
SEN Intervention	EXTERNAL MULTI AGENCY SUPPORT WILL INVOLVE REFERRALS TO
Effective targeted intervention which is individual SMART driven to aid progress Delivered through SEN staff Advice	SALT Speech and Language Therapy
	EDUCATION PSYCHOLOGY
	EARLY HELP
	CAMHS
	CHILDREN IN NEED
	OCCUPATIONAL THERAPY
	SENSORY (MOBILITY, VISUAL AND HEARING)
	SCHOOL HEALTH
WAVE 2 - CLASS PROVISION level	
Additional Needs	ASSESS - ESTABLISH A CLEAR ANALYSIS OF PUPILS NEEDS WHAT NEEDS ARE NOT BEING MET? WHAT DO WE NEED TO DO DIFFERENTLY? WHAT IS IMPACTING AND MAINTAINING THE DIFFICULTY OR NEED?
Assessment of additional needs completed by SEND Team. Additional strategies of support, potentially some in class support or interventions at a department level.	PLAN - RREFLECT, REFRAME AND RECONSTRUCT THE PROFILE OF NEED
	DO - FACILITATE A CHANGE - INTRODUCTION OF A PROVISION MAP AND ADDITIONAL SUPPO
	REVIEW - HAS THE SMART TARGETS BEEN ACHIEVED? IS FURTHER INTERVENTION NEEDED
REFERRAL FORM COMPLETED AND SENT TO SEND TEAM	
WAVE 1 - CONCERN level	
Quality First Teaching (QFT)	QFT: What does this involve?
Students make progress through Quality First Teaching (QFT) within the class.	1) Focussed lesson planning with clear objectives, identified according to the needs of all pupils in class.
	2) Teachers knowing their pupils well and understanding the implications of SEN on learning
	3) High levels of pupil involvement and engagement with their learning
	4) High levels of challenge and expectations.
	5) Appropriate use of questioning, modelling and explaining.
	6) An emphasis on learning through talk and discussion
	7) Pace of lessons adjusted to reflect how pupils are learning

(Below) Flowchart of our Assess-Plan-Do-Review Cycle



Do you have 'out of school' activities that children or young people can do?

The benefits of out of school activities for SEND pupils are wide and varied, ranging from physical benefits due to the promotion of increased activity, to psychological and social advantages.

Attending extracurricular activities shows that academic grades and study habits all improve. After school activities provide an ideal environment in which to meet new friends, nurture social skills and confidence. Numerous extracurricular activities work to teach students the value of working as a team to achieve a mutual goal. Similarly, engaging with new people in a productive environment helps to strengthen independence and confidence in children.

A number of after school activities promote emotional wellbeing by allowing students to work off excess energy, relax their minds, and overcome the stress associated with school life. While sports help to remove some of the tension that could have built during the day, academic clubs help to reduce the stress associated with preparing for tests by offering extra assistance and support. In conclusion, after school activities that promote everything from better academic performance, team working, improved social skills and confidence, leadership skills, and good time-management have plenty of advantages to offer.

The academy provides a number of physical and extra-curricular activities at 'out of school' times for SEND students. These include dance, music, art club, football, cricket, rounders, cross country, swimming, tennis, French, Mathematics, English, Science, hockey, netball and students attend offsite trips and visits throughout the school year. After school activities are run by both school and external providers. All external providers are aware of our school's commitment to inclusion and it is their responsibility to discuss appropriate provision in order to accommodate a SEND pupil needs.

At Willenhall the SEND team make every reasonable adjustment necessary to enable students to partake in all activities and trips. We work closely with all staff involved with the pupil to plan and guide us in order to make the trips as satisfying as possible for our students. The accessibility of all school trip destinations are checked in advance. Risk assessments are carried out and procedures are put in place to enable reasonable adjustments to be made so that SEND pupils can fully participate.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school

There are many instances of transition in secondary school life, entering secondary school, moving from one-year group to the next, moving to another secondary school and finally moving from secondary to further education. At each stage for SEND learners we gather as much information as possible to help us prepare for each transition. Extensive primary liaison work is carried out during Year 5 and Year 6 with our local feeder primary schools in order to ensure any student who should be attending Willenhall E-ACT Academy chooses to do so. If a pupil with an SEND need joins us at the beginning of an academic year in September we offer:

- Starting in May, our SEND team begin visiting each feeder primary schools to discuss with their key staff the SEND needs of each pupil who will be making the transition to the academy in September. The SEND team will also meet with the pupil too.
- An initial Individual Support Plan (ISP) for each SEND pupil, based on support the pupil received in year 6 and any professional advice, is drafted by SEND staff.
- At least one taster day, specifically for those pupils on the SEND register at primary, is arranged to support their transition to Willenhall. During the day/s any anxiousness or issues over transition and support can be discussed.
- In September, SEND staff disseminate out to all teaching staff ISP's for each of the year 7 SEND students.
- Meet with parent/carer whenever necessary to ensure the pupil has settled and is fully supported and needs met.

If a pupil with an SEND need is joining us in the middle of a school year, we will:

- Meet with parent/carer and the pupil prior to their start date.
- Introduce the student to key staff members and give them an individual tour
- Communicate with any previous school, collate any relevant paperwork so a clear understanding of the pupils' needs is identified.
- Complete any baseline testing for reading, spelling, numeracy and social, emotional and mental health.
- An initial Individual Support Plan (ISP) will be drafted by SEND staff for the pupil and communicated out to all staff
- Ensure they have a 'buddy' to escort them to lessons and around the academy.
- Meet with parent/carer whenever necessary to ensure the pupil has settled and is fully supported and needs met.

Post-16 studies and Further Education

As Year 11 SEND learners prepare for adulthood outcomes we ensure these should reflect their ambitions, which could include higher education, employment, independent living and participation in society. Individual meetings with future educational providers are held and all transition paperwork is relayed to their chosen destination provider.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

The SEND team at Willenhall E-ACT Academy aims to ensure all SEND learners receive the most appropriate and effective support whilst at the academy. However, if a parent/carer are concerned about any area of SEND provision at Willenhall E-ACT Academy then they can contact the SEND team at any time. Contact details are:

Miss Carrie Tanner

Telephone: 01902 368 221

Email: carrie.tanner@wha.e-act.org.uk

Mr Gary Cooper

Telephone: 01902 368221

Email: gary.cooper@wha.e-act.org.uk

Mr Simon Price

Telephone: 01902 368221

Email: simon.price@wha.e-act.org.uk

If a member of the SEND team is unavailable at the time of a parental/carer call, then please leave a message with the following details and the team will return your call within one working day, or sooner, depending on their availability:

- Parent/Carer name
- Name and form group of student
- Message briefly outlining the concern being raised
- Parent/Carer contact number

If you have an informal complaint or concerns about SEND within the academy, then please raise this with a member of staff orally or in writing. If you have a formal complaint, please put this in writing to the Headteacher.

For full details, please see our Concerns and Complaints Policy on the academy website.

[Concerns and Complaints](#)

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

- **Miss Carrie Tanner** (SENCO)
Telephone: 01902 368221
- **Mr Gary Cooper** (Assistant SENCo)
Telephone: 01902 368221
- **Mr Simon Price** Deputy SENCO
Telephone 01902 368221

Where can I find out more about what support there is for children and young people with SEND in the local area?

Willenhall E-ACT Academy's local authority is Walsall, hence the local offer for Walsall can be found at the following location:

[Walsall local offer](#)