



**MARY ELLIOT
ACADEMY**

SEN Information Report

Version: **3**

Ratified by the Board of Trustees

Signed by the Board of Trustees

To be reviewed annually

September 2026

September 2027

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1. Introduction

- 1.1. The SEN Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the Academy in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the Academy prospectus and additional information available on the Academy website such as the SEN policy. If you have any further questions or would like to seek clarification with regard to the content of this document then please don't hesitate to contact the Academy.

Telephone: 01922 490190

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2. School Ethos and Values

- 2.1. Mary Elliot Academy is committed to raising the aspirations of and expectations for all students with a range of special education needs including severe and profound learning difficulties, sensory impairment, autism spectrum condition and complex health and medical needs.
- 2.2. Our school community is culturally diverse and this diversity is valued for the richness it brings. We respect and encourage student voice throughout the academy.
- 2.3. We aim to create safe, inspiring and learner centred environments where students are supported in acquiring the knowledge, skills, and confidence to succeed.
- 2.4. Mary Elliot Academy believes that working in partnership with parents, carers and other professionals who are significant in the students' development and well-being helps them to achieve their full potential.
- 2.5. Staff and students are committed to demonstrating and celebrating the academy values:
- Community
 - Independence
 - Aspiration
 - Respect
 - Resilience

3. Admission

- 3.1. Mary Elliot Academy offers full time education for students with Severe Learning Difficulties, Autistic Spectrum Condition and Profound and Multiple Learning Difficulties from year 7 to year 13. Our commissioned number of students on roll is 142. We currently have 148 students on school roll. Learners attend fulltime. All students attending Mary Elliot Academy already have an Education, Health and Care Plan. On occasions students will occupy an assessment place before an Education, Health and Care Plan is finalised.
- 3.2. Further information around admissions can be found in the Academy Admissions Policy on the school website.

4. Mary Elliot Curriculum and Learning Pathways

- 4.1. As our vision states, our goal is to 'Prepare for Life' and curriculum pathways aim to provide a motivating and engaging framework designed to bring out the best in all students allowing them to achieve and make progress in a personalised way.
- 4.2. The academy curriculum has been developed within 3 pathways; Aspire (PMLD), Endeavour (ASC) and Venture (SLD), with the addition of the Post 16 provision which is made up of classes following each pathway. Each is designed to meet the needs of learners within the corresponding cohorts, with flexibility to utilise content from other pathways to ensure a personalised approach for all.
- Our Aspire pathway focuses on engagement and interactions. Curriculum and resources are designed to support learners to progress through routines, activities and processes that develop their ability to take part in and have control of experiences that enable them to successfully live their life
 - Our Endeavour pathway is designed to support students in developing life skills and becoming functional members of the community. Strands focus on emotional regulation, communication and independence.
 - Our Venture Pathway is designed to equip learners with the functional skills they need to become active members of the community. There are opportunities to access relevant accredited courses where appropriate.
- 4.3. Post 16 encompasses its own pathways which are established with parents and focus on preparation for adulthood with students' future goals and provision in mind.

- 4.4. Class groups are designed with individual needs in mind to give students every opportunity to achieve the best possible outcomes. As a result, classes comprise of students from a number of year groups, therefore the curriculum is designed to be suitably flexible, utilising several rolling programs with differentiated objectives so that every individual has the opportunity to study the full breadth of the curriculum at a challenging and engaging level. The order in which topics and experiences are covered is deliberately planned and sequenced with the intention of helping students know more and remember more over time. A personalised approach is used throughout the curriculum with targeted support, further interventions, key strategies and additional challenge, enabling all learners to make at least good progress.

5. Consulting and involving students and parents

- 5.1. Each student will have an EHCP which informs provision, long and short-term targets. Mary Elliot Academy works in partnership with parents and carers of students with special educational needs, this is achieved through:

- An Annual Education, Health and Care Review, which is held every year to which parents / carers and all agencies involved with the learner, are invited to attend. These reviews include the views of the young person.
- Our Family liaison lead regularly contacts parents/carers, supporting the organisation of coffee mornings, signposting services and workshops.
- School Tours, Coffee Mornings and some home visits are undertaken by SLT, DSL'S and Department Leads, prior to learners attending Mary Elliot Academy.
- The use of Class Dojo ensures daily opportunities for communication.
- Regular opportunities for meetings with the class staff at Annual Reviews, Parental Consultations (2 per year) and school events to discuss student progress.
- Multi-agency meetings held on site.
- Annual Reports to parents and carers.
- Half termly newsletters to parents and carers identifying learning and important dates.
- Parents are actively encouraged to contact school to discuss support required

6. Assessing and reviewing students' progress towards outcomes

6.1. Assessment at Mary Elliot Academy is designed purposefully. It includes:

- Daily assessment against curriculum targets.
- Formative assessment for learning remains a high priority for all staff.
- Termly summative assessments completed.
- Teachers report to parents/carers on student progress at Parental Consultations
- The academy commits to internal and external moderation programmes.
- Parents, carers, students and supporting professionals are fully involved in the annual review of the EHC Plan, recording and sharing their views within the meeting.
- In additions to the EHCP review, all parents/carers are invited to participate in 2 structured conversations per year to discuss their child's progress and needs so that school and home can work in partnership.
- Senior Leaders and Governors undertake termly reviews of the Academy Development Plan.
- The Academy's Monitoring, Evaluation and Review cycle informs the Self-Evaluation Form which is updated on an ongoing basis and at least termly
- All staff are included in Performance Management to maintain focus on academy vision and priorities.

7. Supporting students moving between phases and preparing for

adulthood

- 7.1. All transitions are well planned for through-out school, this involves transition for our students moving class to class and phase to phase, including year 6 to year 7 and Post 16 to further provision. Parents/carers always have the opportunity to meet the new teacher and class staff.
- 7.2. Colleagues from the Adult Social Care Team and the Transition Team work closely with the post 16 lead and careers lead to ensure that students and families are informed on what provisions are available after leaving Mary Elliot.

7.3. We will share information with the school or other setting the student is moving from and to. We will agree with parents/carers which information will be shared as part of this and student views will be represented.

7.4. Transition involves:

- Formal response from LA regarding placement (in to and out of Mary Elliot Academy)
- Liaising with professionals at current or future named school/college
- Mary Elliot staff observations of students at current provisions (students transitioning to Mary Elliot)
- Professionals visit students at Mary Elliot:
 - Observation in class
 - Sharing information on current assessments
 - Share health information
- Review and update wellbeing passport (parents and staff)
- Visits to new setting with current staff
- Photo, video, social story aids to support students understanding of transition
- Leaver's graduation assembly
- Transfer of safeguarding information and folders.

8. Specialist provision and adaption to the curriculum and learning environment

8.1. Teachers are responsible and accountable for the progress and development of all the students in their class.

8.2. High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

8.3. Department leads and senior leaders conduct robust quality assurance to ensure that teaching and learning is planned, delivered and assessed effectively.

8.4. Progress meetings take place termly and interventions are planned and implemented for students making less than expected progress.

8.5. We make the following adaptations to ensure all students' needs are met:

- Differentiating the curriculum to ensure all students can access learning, for example through flexible grouping, one-to-one support, adapted teaching approaches, modified lesson content and personalised learning activities.
- Providing an emotionally supportive, enabling and responsive environment that promotes wellbeing, confidence and positive engagement in learning.
- Providing a physically accessible and enabling environment for all students.
- Adapting resources, equipment and staffing arrangements to meet individual needs.
- Using recommended aids and specialist equipment, such as laptops, coloured overlays, visual timetables, eye-gaze technology, and occupational therapy (OT) or physiotherapy equipment.
- Differentiating teaching approaches, for example by allowing additional processing time, pre-teaching key vocabulary, providing visual supports, breaking tasks into smaller steps, using assistive technology and offering alternative methods for recording work.
- Working closely with parents/carers and external professionals to ensure appropriate support and adaptations are in place.
- Regularly reviewing the effectiveness of adaptations and making changes where necessary to ensure students make progress and achieve positive outcomes.

9. Additional support for learning

- 9.1. The school maintains a high level of staffing to ensure students' needs can be effectively met across all areas of provision. Staff receive ongoing training in specialist approaches, strategies and methodologies to support students' academic, physical, communication, sensory, emotional and self-regulation needs.
- 9.2. Support is planned and deployed flexibly in response to individual needs. This may include individual, paired, small-group or whole-class support, with staffing arrangements determined by students' assessed needs and reviewed regularly.
- 9.3. Teaching assistants have specific responsibilities within their roles and work closely with teachers to support high-quality teaching and learning. They contribute to the preparation, organisation and adaptation of learning activities and resources, support students'

engagement and progress, and provide feedback to teachers on students' learning, development and wellbeing.

10. Support for emotional, mental and social development

10.1. We provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to be part of the Academy Council
- Providing opportunities to express feelings through a total communication environment
- An individualised approach to learning
- All students are supported to develop relationships with their peers and to have a 'voice'
- Curriculum strands support emotional regulation, interaction and social wellbeing
- 2 identified Mental Health Champions, including the Senior Mental Health Lead
- Access to therapy and relaxation sessions
- Each student has a wellbeing passport that is regularly reviewed.
- Positive behaviour support plans in place with support from the Positive behaviour lead and behaviour team

10.2. We have a zero-tolerance approach to bullying. For further detail on anti bullying measures the Anti-bullying policy can be found on the academy website.

11. Expertise and training of staff

11.1. Expertise in supporting learners with special educational needs is secured for teaching staff and others working with our learners through:

- Annual PLE (Professional Learning Entitlement) programme.
- Teacher and TA Performance management programme.
- Weekly programme of professional development for teachers and teaching assistants.
- 7 termly INSET sessions for teachers and teaching assistants.
- Specialised training for Medical competencies.
- Individual professional development priorities.

12. How will equipment and facilities be provided to support students at Mary Elliot?

- 12.1. Mary Elliot Academy is a purpose built building and is fully accessible for wheelchair users with lifts to enable access the second floor. The school has changing facilities on both floors and hoists available in the pool area and in many of the department and class bases.
- 12.2. We have reviewed and enhanced curriculum resources in response to ongoing curriculum developments. Our SEN policy details the range of provision for our learners including the range of equipment and facilities for students with different needs. This policy can be found on our website and is reviewed annually.
- 12.3. All parents and families are welcome to visit the school prior to their child or young person attending the school.

13. Enabling students with SEN to engage in activities available in the local and wider community

- 13.1. Extra-curricular activities and school visits are available to all students.
- 13.2. All students are encouraged to take part in sports day, special assemblies, special workshops, visits by music and drama specialists, along with whole school events and celebrations.
- 13.3. The academy currently has 2 minibuses and staff trained in their use to support frequent educational visits and access to the local community
- 13.4. The academy accessibility plan can be found on the academy website.

14. Working with other agencies

- 14.1. Mary Elliot Academy works collaboratively with a multi professional team to ensure each students EHCP is effectively implemented.
- 14.2. Agencies we work with include:
 - Assistant Practitioners
 - Community nurses
 - Speech and Language Therapists
 - Occupational Therapists
 - CAMHS LD team

- Physiotherapists
- Families First for Children/Early Help
- Local Authority Special Educational Needs and Disability Department (SEND)
- SEN Transport
- General Practitioners and Paediatric Consultants
- Specialist Attendance and inclusion officer
- Educational psychologist
- Behaviour Analysts
- Specialist teachers for Visual Impairment and Hearing Impairment
- Music therapist
- Social workers and supporting social care professionals from Walsall Local Authority
- Careers Advisors
- West Midlands Combined Authority.

15. Complaints about SEN provision

The complaints procedure is available on the website and parents can request a copy from the school administration team.

16. Contact details for raising a concern

- 16.1. If parents/carers have any concerns about their child's provision, progress or wellbeing, they should contact their child's class teacher in the first instance. Further support can be sought from the SENCO or Headteacher as appropriate.

SENCO – Katie Rogers

Headteacher – Rebecca Davies

Email: enquiry@mary-elliott.thrive.ac

17. SEN Policy

- 17.1. The Academy SEN policy can be found on the academy website or requested from the school office.

<https://www.mary-elliott.thrive.ac/about-us/policies-and-documents>

18. Contact details of support services for parents

18.1. The following organisations may provide useful information, advice and support for parents/carers of children and young people with Special Educational Needs and Disabilities (SEND):

- Walsall SENDIASS – <https://family-action.org.uk/services/walsall-sendiass>
- Walsall Local Offer – <https://go.walsall.gov.uk>
- Contact – <https://contact.org.uk>
- National Network of Parent Carer Forums (NNPCF) – <https://nnpcf.org.uk>
- IPSEA – <https://www.ipsea.org.uk>
- Council for Disabled Children- <https://councilfordisabledchildren.org.uk>
- National Autistic Society – <https://www.autism.org.uk>
- Autism Education Trust – <https://www.autismeducationtrust.org.uk>
- Communication Trust – <https://www.thecommunicationtrust.org.uk>
- Dyslexia SpLD Trust – <https://www.thedyslexia-spldtrust.org.uk>
- MindEd – <https://www.minded.org.uk>
- National Sensory Impairment Partnership (NatSIP) – <https://www.natsip.org.uk>
- NSPCC Support for Parents – <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>
- Family Fund – <https://www.familyfund.org.uk>
- Walsall Family Hubs – <https://family-hubs.walsall.gov.uk>

19. The local authority local offer

19.1. The requirement for Walsall Council to provide information falls under the Students and Families Act 2014, the SEND Code of Practice 0-25 June 2014 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for students who have SEN or are disabled, including those who do not have Education, Health and Care Plans:

[Welcome to Walsall's SEND Local Offer | Send](#)

20. Changes

Description	Date	Page	Section
Updated students on roll and change to commissioned numbers	June 26	4	3.1
Addition of accredited courses within Venture Pathway	June 26	4	4.2
Addition of newsletters	June 26	5	5.1
Updated wording	June 26	7	8.5
Rewording around staff ratio's	June 26		9
Addition of wellbeing passport	June 26	9	10.1
Change of CPD to PLE	June 26	9	11.1
Addition of social care professionals	June 26	11	14.2
Addition of SENCO information	June 26	11	16
Updated links to support companies	June 26	12	18