



Pine Green Academy

Special Educational Needs Policy and Report

Introduction

The Special Educational Needs Report is a mandatory requirement for schools to publish their plans and provision to ensure that children and young people with disabilities are able to access a full and relevant education without being disadvantaged or discriminated against in any way.

Pine Green Academy Report will draw upon and reference existing documents, policies and provision that describe how the academy meets its obligations with regard to legislation, and ensures that all children and young people, irrespective of their disability, has access to a full and dynamic relevant and meaningful education curriculum, care and health support.

Legislation and Compliance References

The report ensures compliance with section 69 of the Children and Families Act 2014, meaning that it must contain: the 'SEN Information' specified in Schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#));

School context andSEN provision.	<p>School Context</p> <p>Pine Green Academy is a SEMH special school supporting pupils in Year 3-11. 73.7% of pupils accessing the provision are eligible for pupil premium. Most pupils attending the PRU are male (91%). Very few pupils are working within age-related expectations and attainment on entry is well below national expectations. Wolverhampton is recognised as an area of significant deprivation, with high unemployment, drug and alcohol use and incidents of teenage pregnancy. Significant deprivation indictors for Pine Green Academy include: 68.3% FSM and 78.8% eligible for Pupil Premium. Many pupils face additional challenges with a significantly large proportion of pupils having current Child Protection plans, have Child in Need Plans or are open to Early Help or initial referral/assessment stage. 12% of pupils are Children in Care.</p> <p>Pine Green Academy joined Shaw education Trust on 1st March 2020.</p> <p>The School Offer</p> <p>Reference should be made the document Our Local Offer which is available on our school website and by request. This details our provision as a specialist school for children and young people with special educational needs. Further information is also available on our school website.</p>
How do we identifyand assess pupils with SEN?	<p>All students on roll at Pine Green Academy have a Statement of Special Educational Need or an EHCP; Education, Health and Care Plan stating their special needs and necessary provision.</p> <p>Our teachers will closely monitor the progress made by all students and ask for advice from the SENDCO as soon as they have concerns about any student who is not making progress. The SENDCO will help teachers to plan activities such as small group work to help students. If these activities don't help the student to make better progress, the SENDCO or SLT Lead for SEN might suggest other programs or temporary additional support, or ask for additional advice or re-assessment from an external specialist service. If the student still does not make improved progress, the SENDCO or SLT Lead for SEN, tutor or subject teacher will meet with parents/carers and the student together to agree that additional SEND support will be put in place. As all of our students have EHCPs (except in some cases, those attending our short-stay provision), we will seek to review this plan if we feel that new emerging needs are developing. The plan will be regularly reviewed by the student themselves, together with all adults involved. This is part of the graduated approach which is shown within the SEND Policy.</p>

<p>Who is our special educational needscoordinator (SENCO) and how can he/she be contacted?</p>	<p>Pine Green</p> <p>Sarah Long Sarah.Long@pinegreen.set.org</p> <hr/> <p>01902 551564</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Pine Green Academy is a specialist provision for pupils aged 7-16 with special educational needs. As such, the curriculum is personalised to offer a wide range of learning experiences that are adapted to their needs.</p> <p>Our curriculum offer is always under review and reflects the different learning pathways our pupils follow. Our vocational option offer changes annually to reflect the interests of the pupil cohort.</p> <p>Pine Green Academy is currently categorised by Ofsted (Jan 2025) as a school GOOD</p> <p>Areas for improvement form part of the school development plan and are supported by our strategic goals</p> <p>We ensure that all our staff feel valued and supported</p> <p>We consistently promote positive behavior</p> <p>We evaluate and evolve our curriculum to meet the need of all our pupils</p> <p>We support and encourage our pupils to attend school every day.</p> <p>Pine Green Academy has three age-phase departments:</p> <p>Key Stage 2 – ages 7-11</p> <p>Key Stage 3 – ages 11-14</p> <p>Key Stage 4 – ages 14-16</p>

Key Stag 2

It is purposely designed to be dynamic and flexible, allowing for adaptation when responding to the unique needs and talents of each child. Its framework allows for us to capture imagination and interest, regardless of circumstance. Our curriculum has been designed to ensure that our children thrive and continue to flourish beyond their time at Pine Green.

We always set high expectations for our students, establishing what they already know and building on their strengths, allowing time to nurture their abilities and providing opportunities to succeed. The structure and pace of our learning activities allow students to be challenged whilst developing their independent learning skills. We pay particular attention to barriers to learning and by using our expertise, sensitivity and understanding we work hard to identify and remove them. By responding to our student's needs in a flexible way, we are able to identify when the learning experience leads to frustration, and by building in a mix of physical activity and a mix of low and high interest tasks, students learn to manage these tricky times in positive ways.

The children in our setting respond well to flexible approaches to learning and our dedicated staff use this to encourage, motivate and promote academic curiosity through a multitude of learning opportunities. We know that our children all learn in different ways and we ensure appropriate learning materials to match all learning styles. We encourage children to try new experiences, we allow children to experience failure in order to develop their resilience and minimise their fear of making mistakes and we include them in the planning of their learning so that they can be inspired and excited by what lies ahead.

KS2 are complemented by a number of outdoor learning spaces, a forest school area and a BMX track.

Key Stage 3

Our Key Stage 3 provision is set on the ground floor of the school building with access to the school gym for drama and P.E, the Science Laboratory and Food Technology classroom. For our students with more complex needs, a personalised curriculum is supported by a bespoke learning environment and staff. All students in Key Stage 3 also have the opportunity to access the academy's outside learning area, music room, BMX track, DT facilities and horticulture area.

Students in Key Stage 3 have the opportunity to access a broad and balanced curriculum that is personalised for individuals to meet their EHCP desired outcomes in all four areas of need. The subjects delivered aim to improve key skills such as social, emotional and mental health, communication and interaction, cognitive ability and physical development. All students across the Key Stage are taught maths, English, science, PSHE and ICT. In addition to these subjects, students also study a range of enrichment subjects, including RE, PE, DT, cookery, music, drama, careers, active life and art & design. Students also have opportunities to experience sessions within the outside learning area.

KS3 students play an active role in the school council and contribute many suggestions and ideas for change across the school. Through their PSHE curriculum and pastoral sessions they develop key skills in citizenship and British values as well as build knowledge of the types and effects of bullying and develop an understanding of positive relationships. Developing positive emotional well-being is also encouraged through these sessions.

Social and emotional development skills are embedded throughout the curriculum offered specifically as intervention sessions in groups and as individualised programs to enable students to meet EHCP desired outcomes

Key Stage 4

At Pine Green our Key Stage 4 provision is located on the ground floor of the school. Students have access to a variety of specific learning areas within the school. All students have a classroom base where they work on core elements of the curriculum but also have access to many of our vocational resources such as the DT suite, painting and decorating area, outdoor learning space and sports facilities. For our students with more specific needs, a personalised curriculum is supported by a bespoke learning environment and staff. When students enter Key Stage 4, their curriculum opportunities widen to include vocational options. Students continue to work towards individual learning plans where EHCP desired outcomes are focused on and targeted through all subjects.

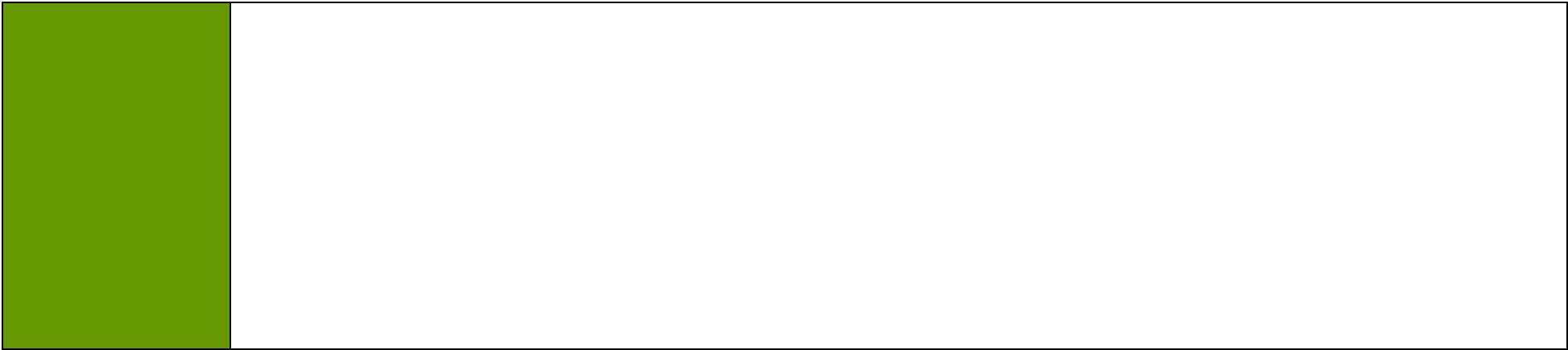
The core curriculum in key stage 4 includes a range of accreditation in maths, English, Science, ICT, PE, Personal Social Development, work skills, active life and preparation for adult life. The accreditation routes followed are dependent on need with GCSE, Functional Skills, Entry Level and Personal Progress courses on offer. Vocational options including E-Sports, Duke of Edinburgh, Construction, Sport, Food and Woodwork. In some of these subjects BTEC qualifications are worked towards through completion of set assignments that enable specific assessment criteria to be achieved.

In KS4, our main aim is to encourage all students to be as independent as possible and able to manage their emotions and communicate with confidence with other people. To develop independence skills, students also participate in weekly lessons in social & emotional development, life skills and wellbeing. Emotional wellbeing is of utmost importance and students have the opportunity to access wellbeing sessions such as interventions from the pastoral team, teachers, teaching assistants and professional therapists. Pastoral sessions involve personal tutorials, talks on transition and sessions to develop emotional literacy and resilience.

We aim to provide a broad and balanced curriculum in KS4 that is student centered, holistic and develops the whole child. In addition to our accredited vocational courses, we offer a selection of Enrichment options that will develop hobbies and interests in a more relaxed style of learning. Students will have the opportunity to opt every half term from a selection of options on offer e.g. football, art, gardening, fitness and many more.

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>At Pine Green Academy there is a strong belief that education in the community and environment forms an essential aspect of learning, and of being able to use and apply their formal learning in real contexts. We actively encourage our staff teams to take class groups off-site – into towns and their local community – to engage and communicate appropriately with people in shops, services and businesses.</p> <p>Our students regularly attend of site trips such as to many of our local National Trust properties, RAF Cosford, Sandwell Valley Park Farm, The Wrekin, Cannock Chase and more.</p> <p>Our older students are able to take part in real work-based learning. We have many positive links with businesses in the local community who can offer our students opportunities to experience work placements. These placements enable students to develop work skills, independence and specific vocational skills in many different areas of work. Such placements enable our students to work and live alongside people of all ages within the local community.</p>
<p>How do we consult parents/carers of pupils with SEN and involve them in their child's education?</p>	<p>The relationship between family and school is an important part of our approach. Parents share a continuous dialogue between the class tutor through regular home/school communication – such as home-school emails, phone calls or class news sheets. We encourage an on-going and active dialogue with parents/carers so that we can be responsive to a child's needs as they change.</p> <p>Parent/carer Meetings: Various meetings including Annual Review of Statement / EHCP, tutor consultations, transition meetings and health and social care meetings that consider the education health and care needs of individual students on an on-going and regular basis. These conversations form our provision and future planning.</p> <p>School Surveys: Specific surveys are conducted to look at various aspects of our provision, and include focused surveys for access and inclusion. Surveys are conducted with pupils, parents, staff and other stakeholders.</p>

<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>School Council: The school operates 2 separate school councils (Primary and Secondary). This covers safety and well-being as well as wider resource and provision requests. School Councilors meet with their respective Heads of School and the Executive Headteacher on a termly basis.</p> <p>Pupil Voice Activities All students are involved in regular surveys and give feedback on all aspects of their education and wellbeing. Students are consulted with regard to the vocational curriculum offer in KS4.</p> <p>All students are also provided with an individual education plan. We aim to review these documents every term and ensure that parents have a voice in the strategies that our students can access.</p>



How do we assess and review pupils' progress towards their outcomes?

Progress and Attainment

We conduct a termly assessment of the progress made and attainment achieved by our students. This information is collated and analysed to inform pupils, parents, teachers, school leaders, Academy Council and school improvement stakeholders of the successes and areas for development with regard to pupil progress.

The data analysis has due regard for disability, age, gender, ethnicity, and any other factor that may categorise a pupil as having additional disadvantage or needs. This includes having due regard for national requirements such as Pupil Premium, Free School Meals and any other entitlements designed to reduce disadvantage.

This information is summarised in our termly return to the Shaw Education Trust and may be available on request subject to authorisation. This data is not shared publically available due to the size of groups and cohorts that may identify individual children.

This data and its analysis inform our School Improvement Plan and bespoke pupil interventions. .

Reference should also be made to the school's Ofsted reports which offer an independent appraisal of the school and its effectiveness as measured against national standards.

On a formal basis, parents are invited to meet with class tutors to review progress and reflect upon the social and learning needs of their child. This may take the form of a parent consultation, or a more formal consultation when evaluating progress made against the child's EHC plan.

We track pupil progress in detail in a number of key areas. Targets are set in a range of key areas, and reviewed at least termly. Progress is compared to targets set from baseline data on entry into Pine Green and where appropriate, against national trends.

We are always happy to listen to any parental concerns so that we can work with the appropriate teams to ensure that our provision is focused on the needs of a child. Progress in education and learning is important to us as a school, but we place equal importance to the quality of personal care, and to the physical and emotional needs of a child.

We aim to use standardised testing such as CAT4, NGRT Reading Test, NGST Spelling Test and Progress Tests in English, Maths and Science to evidence further impact of progress and development.

We aim to collect staff feedback to use as qualitative evidence of student progress against EHCP targets.

<p>How do we support students moving between different phases of education?</p>	<p>Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us at Pine Green, as we work hard with parents to make this as stress-free as possible. We encourage all new children and parents to visit us once the students have gone home, where we give a tour of our facilities and answer any questions that parents or new students may have. The needs of any new child are discussed in detail, and detailed plans are completed alongside to ensure that children start with all support and resources in place to meet the needs of any child appropriately from the first day.</p> <p>We offer a friendly and flexible approach to induction which can include phased or part-time induction where appropriate. Pupils are assessed during their first half term, where any adjustments to provision may be discussed and agreed with parents.</p> <p>The school is divided broadly into Key Stage areas located in different areas on our school site.</p> <p>All pupils access the statutory national curriculum, but this is adapted depending upon their learning needs. Transitions across the key stages are supported by familiar staff. At the end of each key stage, a transition EHCP review is completed so that student plans reflect the skills requiring development specific for their next stage of learning.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Transition out of Pine Green and onwards to the next provision can be a worrying and anxious time for students and their parents/carers. We have developed a comprehensive transition plan for students moving on to new colleges or employment. We work closely with other agencies and providers, parents/carers and students, to ensure that families are properly informed and supported through this process. Planning for life beyond Pine Green Academy begins at the end of Key Stage 3 (age 14), so that students and parents can develop aspiration that is appropriate to the student's desires, skills and abilities.</p>

How do we support pupils with SEN to improve their emotional and social development ?

At Pine Green Academy we place great emphasis on the care and well-being of all our pupils. It is important to us that children feel safe and their emotional well-being takes priority. Our staff have undergone significant training in student wellbeing and are highly responsive to the pupil's needs.

We have a dedicated team of pastoral staff to support the emotional wellbeing of students, and particularly those who are experiencing difficulties. We also work with external agencies to provide emotional support for pupils and self-esteem courses.

At Pine Green Academy we are developing a range of therapies such as mindfulness, art and Lego therapy to support the emotional wellbeing of our pupils.

We take particular care to nurture the trust and relationships between staff and pupils, so that they feel able to freely express their concerns and worries. This enables our staff to respond quickly to their needs, and to deal quickly with any issues that may develop. We have a strong "student voice" that gives many opportunities for students to contribute to school improvement. The student council feed back to the Head of School any issues that require consideration or action.

We have a zero tolerance of bullying, and are proud of the ethos that encourages cooperation and mutual care and support between pupils. We work closely with parents and children where behaviour may require adjustment. We adopt models that promote and reward positive behaviors.

We work closely with other agencies and professionals where appropriate, such as Education Psychology and CAMHS.

All students where appropriate are involved in agreeing their personal goals and targets, and are able to give their views at the annual review of their statement. Again – we encourage an "open door" policy so that students are able to speak to any staff to share personal concerns.

The school's safeguarding policy ensures that any and all disclosures or concerns are considered and acted upon in an appropriate manner. The school's safeguarding policy is available to view on the school website or by request.

<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Our school team has the following expertise and training:</p> <p>Qualified and experienced teachers in every Key Stage.</p> <p>Qualified and experienced Higher Level Teaching Assistants in each Key stage</p> <p>Qualified and experienced teaching assistants</p> <p>Behavior and Inclusion Leader and a team of learning mentors – working closely with other agencies and helping families with assessments, referrals and wider family support.</p> <p>As a specialist school, we have close working relationships with local support and specialist service providers such as Educational Psychology, Occupational Therapy, Speech and Language Therapy and CAMHS.</p> <p>We are proud of our vocational and work-based learning offer for our older students, which enable them to access work and skills development via our superb vocational resources. Vocational courses are led by qualified and experienced teachers and instructors. Accreditation is offered in a wide range of vocational areas.</p> <p>We have a school nurse on site one afternoon per week who oversees care plans, medication reviews and supports pupils and their parents with advice regarding physical and emotional wellbeing.</p> <p>Members of staff receive regular training in mandatory areas such as safeguarding, emotional wellbeing, behaviour management, health and safety and first aid. Where required, staff also access training for specific areas such as medication administration.</p> <p>We continuously review and adapt our teaching and learning strategies, and monitor the quality of teaching to ensure we strive for continuous improvement. Our staff are committed to providing the best possible learning experiences for all our students.</p>
<p>How will we secure specialist expertise?</p>	<p>Pine Green Academy is a specialist school for pupils with a SEMH Needs. We work closely with the Education Psychology Service, Speech and Language Therapy colleagues, CAHMS and local health professionals to ensure that our school provides the appropriate support for each child. This ensures that each child can access a relevant and challenging education curriculum while making sure that their wider needs are also being met. We work closely with different health and social care agencies, and support families to access the services they need.</p>

How will we secure equipment and facilities to support pupils with SEN?	<p>Any specialist equipment required in school for a pupil will be assessed and agreed with other professional agencies and parents as necessary.</p> <p>Pine Green Academy is a Shaw Education Trust special school, and is funded through a pupil needs-led formula. The school is modelled and resourced to meet a wide range of learning needs.</p> <p>Individual assessments of need are made so that wherever specialised and personalised resources are required (that are reasonable and practicable) then these are provided. Some children qualify for additional funding through government Pupil Premium schemes. These funds are allocated appropriately to ensure all vulnerable groups identified across our school population have their needs appropriately met.</p>
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>We work closely with a wide variety of specialists to make sure that any pupil with a specific need can access the appropriate support and resources. This may include support and resources from the Educational Psychology Team, ASD specialists, Speech and Language Therapists, CAHMS professionals, Medical Professionals, Social Care, The Youth Offending Team, and many others. Professionals are involved wherever possible with meeting the needs of pupils with SEN within our setting.</p>
How do we evaluate the effectiveness of our SEN provision?	<p>The Academy Council works very closely with the leadership team to ensure they understand the effectiveness of Pine Green Academy's specialist provision.</p> <p>A full self-analysis of our strengths and areas for development are detailed in our SEF. Reference should also be made to the school's Ofsted report which offer an independent appraisal of the school and its effectiveness as measured against national standards.</p>

How do we handle complaints from parents of children with SEN about provision made at the school?	<p>The Executive Principal and leadership team have an “open door” policy to pupils and parents, and value the relationships we build with families. Our Compliments and Complaints policy also details how we address issues immediately and feedback to parents when they have specific concerns. Class teachers are usually the first point of contact if a minor issue arises as they are best placed in school to know the pupil best. More serious concerns maybe referred to our Behavior and Pastoral team or on to any one of the leadership team. Parent Consultations are also an excellent opportunity for parents to share their thoughts with class staff or leadership.</p>
Who can young people and parents contact if they have concerns?	<p>For parents of students already attending school, then the day to day point of contact is with the class tutor. Senior leaders and the Executive Principal are also easily contactable to discuss aspects of provision. We welcome any discussion that ensures your confidence that your child’s needs are being fully met. We are always happy to receive compliments to share with others, but also have a robust complaints procedure and policy should you have any concerns you wish to raise with us. We treat such matters very seriously to ensure our service to you and your child meets the highest of standards.</p> <p>Other contacts:</p> <p>Telephone – Main reception: 01902 551564</p> <p>Office email: enquiry@pinegreen.shaw-education.org.uk</p> <p>We place great value on supporting the family as well as the child. Our Pastoral Team work closely with families and other agencies and services to ensure that families receive the support they are entitled to.</p>

How can a child access a place at The Greens'

The arrangements for the admission

Children would usually meet criteria for being admitted to Pine Green Academy due to having SEMH needs. Pine Green Academy has specialised provision for meeting the needs of children for whom a mainstream school may have difficulty providing for these needs. Pupils at Pine Green Academy will have an Education Health and Care Plan.

Our planned places number is agreed annually with the local authority. This can vary slightly year on year depending on our capacity to meet the needs of our population, but currently sits at 120 places. We may have capacity to admit in a particular Key Stage, or within a particular learning pathway in a Key Stage, where other pathways and Key Stage departments may be at full capacity. This can sometimes mean we have to decline a request for a place even though we may not have reached our overall capacity number.

The ceiling capacity of any class, Key Stage or the whole school is determined by the principle that by admitting a child would be incompatible with the provision of efficient education for other children only in exceptional circumstances will we admit pupils over and above these numbers, as follows:

Where an assessment is made that the nature of the child's condition and the circumstances in which the family find themselves, are so overwhelming that admission must take place

Where the school is directed by a Tribunal or by the Secretary of State.

We can consider requests for places throughout the year, and are often planning the school roll a year ahead.

If you think Pine Green Academy or Evergreen is the right school for meeting the specialised needs of your child, you should contact us for an initial informal discussion about your child's needs and your circumstances.

The school contact number is: 01902 551564 or by email via the office: enquiry@pinegreen.shaw-eductaion.org.uk

You should also contact Wolverhampton Local Authority to enquire about an appropriate school for your child. They should be able to advise you of the schools available for your child, and the process of assessing your child's needs.

<p>How have you made the school buildings and site safe and more accessible students with SEND or disabilities?</p>	<p>The school site is wheelchair accessible with ramps and raised entrance and exits. The school has a lift allowing access to all floors. Key members of staff have been trained to use an EVAC chair, which allows emergency stairway escape in the event of a fire. There is a disabled toilet which is large enough to accommodate changing. A more comprehensive Accessibility Policy is also listed on the Pine Green Academy Policies section on the website</p>
<p>What support services are available to parents?</p>	<p>Wolverhampton Information, Advice & Support Service www.wolvesiass.org</p> <p>The IASS is committed to supporting parents and carers work with professionals to improve local services their children access across education, health and social care.</p> <p>The IASS ensures that parents and carers of children and young people with additional needs have their views heard and understood and ensures they are involved in the planning and shaping of services that children receive.</p>