

Wath Academy SEND Information Report



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Author: Julia Sharkey

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The kinds of SEND that are provided for:

The Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment needs
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties.

Identifying pupils with SEND and assessing their needs:

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The SENDCo should be made aware of any children with Special Education Needs or disability by the child's parents or class teachers and will help to identify need and investigate appropriate levels of support using a graduated approach to provision.

Where a child continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo should assess if the child has a significant learning difficulty. Where this is the case a graduated approach to provision is implemented and further intervention is planned, both from within the Academy and through external agency assessments and interventions.

Concerns may also be expressed by a support teacher or another associate professional in the Academy. Parents may have noticed something about their child's behaviour, development or performance that has not been apparent in school. Other professionals such as a Doctor, or a Health or Social Worker may also raise concerns.

Class teachers and pastoral staff can refer to the SEND department using the SEND referral form. Referrals may also be triaged through the Vulnerable Learner meetings for further action from the SEND department. Parents are encouraged to share their concerns with the SEND department by contacting the Assistant SENDCo.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents:

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support and the Individual Education Plan (IEP) will be sent out via post for parent's information.

Objectives of working in partnership with parents:

- To ensure that the Academy considers the wishes, feelings and knowledge of parents when making assessments and planning actions to meet their children's special needs
- To encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the Academy and other agencies to meet their children's special needs.

Parents of students with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of students with special needs may require and expect information in the following:

- The Academy SEND policy
- The SEND support available from both the Academy and the LA
- The SEND assessment and decision-making procedures
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services.

The Academy values highly a partnership with parents in obtaining the most effective provision for students with special needs. This partnership includes:

- The Academy explaining to parents its concerns about their children's special needs and strategies that may be used to meet their needs
- The Academy responding quickly to parental concerns about students' special educational needs
- Parents responding quickly to the Academy's request for their involvement in meeting their children's special needs
- The Academy and parents having joint meetings with parents to set clear goals, discuss the support necessary, review progress and identify the responsibilities of the parent, the student and the school. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

Arrangements for consulting with children:

The views of the child will be included and considered throughout the graduated approach. This could be through involving the child in all or part of the review meeting or gathering their views as part of the preparation for the meeting. Following the meeting the SENDCo will need to inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the student's record as appropriate.

Student voice is collated through various meeting points and in various child centred techniques.

Assessing and reviewing children's progress towards outcomes:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required via Individual Education Plans and EHC documents. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress. Termly student progress meetings, transition matrices and intervention trackers assist this process.

The school's arrangements for assessing and reviewing the progress of students with special educational needs:

Following identification and initial strategies of differentiation, if progress is still of a concern, it will be necessary to:

- Discuss this with the child's parents or carers and collect relevant information
- The SENDCo to register the child's special educational need
- If necessary, the SENDCo/Assistant SENDCo, class teacher and parent /carer discuss what support can be given outside the classroom to help the child with their learning barrier. This might be something specific to the child in the form of an Individual Education Plan or as part of one of the support programmes operating in school, e.g. Literacy Intervention plus specific homework; Success at Arithmetic
- Progress is monitored regularly, and review meetings are held at parents' evenings
- A review meeting considers the progress made by the child, the effectiveness of any extra support received and an agreement on what needs to happen next.

Supporting pupils moving between phases and preparing for adulthood:

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and children which information will be shared as part of this.

Transition from primary to secondary education follows a comprehensive secondary transition plan which includes:

- Exchange of achievement and predicted data
- SEND Support Log Pre-populated
- SEND meetings and exchange of information
- Transition programme of visits and experiences
- Children identified for Step-Up at the meeting
- Additional SEND visits if necessary
- Parents SEND Event- opportunity for parents of Y5/6 students to meet the SEND Staff
- The Assistant SENDCo/SENDCo will attend reviews where necessary and requested by the primary school.

MLT discussion point Transition from KS4 to KS5 provision involves the SEND team completing the student support plan to share data, information, review the IEPs and set targets in advance of the new school year. Access arrangement information sent to College/post 16 provision. Transition Annual Review held for Y11 children.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individuals.

We will also provide the following:

- Access to a broad and balanced curriculum that is differentiated to meet individual needs.
- Additional intervention and support for SEND students from within the Academy and through external agency assessments and interventions.
- Differentiation to meet the needs of all the students in their classroom using appropriate resources, including the allocation of the TA.
- High expectations for every student including challenging targets.
- Lessons that are planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all children can access it
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Learning Environment

The Academy will make reasonable adjustments to meet a range of special educational needs within its mainstream setting by adapting its equipment and facilities, as necessary.

Most of the school building has no impediments internally to the movement of physically disabled children. There are disabled toilet facilities in school and all doors are wide enough for easy wheelchair access.

Please see the Accessibility Plan on the Academy's website for further information.

Additional support for learning:

Teaching Assistant Support

In addition to quality first wave teaching and a differentiated approach, children with SEND may also require extra support for their learning needs from a TA in the classroom. The general objectives of in class support are:

- TA is actively and pro-actively involved in the lesson
- TA adjusts activities according to student response, to ensure differentiation and challenge
- TA monitors student response to learning activities and feeds back to teacher
- TA shows specific subject knowledge through use of questioning
- TA promotes positive climate to learning and establishes positive working relationships
- TA promotes and encourages independent learning
- TA has a good working knowledge of SEND learning barriers and targets support appropriately
- There will also be circumstances when individual or small groups of students will need to be identified to access specific interventions.

Expertise and training of staff:

The SENDCo (Julia Sharkey) is completing the National Award for SEND Co-ordination.

The SENDCo works with the MLT SEND Driver Group.

The Assistant SENDCo (June Stone Riley) has experience across a broad range of needs and has knowledge and understanding of supporting young people to access the curriculum.

In Service Training

In-service training has been developed to encourage all staff (teaching and non-teaching) to develop their understanding of special educational needs.

ALL staff are encouraged to:

- Develop their understanding of special needs and the educational, social and personal implications for a student.
- Develop their teaching expertise in providing for students with learning barriers.
- Develop a secure knowledge of differentiation to provide high quality teaching and learning for all students.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.

As the Academy continues to develop the use of Teaching Assistants, we are also aware of the need for them to benefit from in-service training and for teaching staff to be trained in the best ways of utilising Teaching Assistants as an important resource to the Academy. A programme of TA training is in place across the academic year.

- All teachers and TAs who are required to meet specific need will receive specific training through LA or external courses as appropriate.
- Generic SEND training is planned into the whole school CPD programme and delivered through staff meetings and INSET days by SENDCo or external providers – this includes Governor training. All TAs will receive specific SEND training each academic year.
- SENDCo/Assistant SENDCo are part of the Maltby Learning Community SEND group.

Evaluating the effectiveness of SEN provision:

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Ensuring that provision made for students with SEND is accurately recorded and kept up to date on the SEND Support Log. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. This should ensure that they have accurate information to evidence the SEND support that has been provided over the student's time in the Academy, as well as its impact
- Recording information on the SEND Support Log enables the SENDCo/Assistant SENDCo to maintain an overview of the collective programmes of individual students and provides a basis for monitoring the levels of intervention and assessing their impact on progress
- The SENDCo/Assistant SENDCo will track and monitor SEND students' progress and data using the SIMS electronic data system, Learning Cycle Data, teacher assessments, which allows for several reports to be created over time
- The SEND department along with Senior Leaders and the Principal, review the SEND provision through QA processes, Learning Walks and observations.

Enabling children with SEND to engage in activities available to those in the school who do not have SEND:

- All our extra-curricular activities and school visits are available to all our children, including our before- and after-school clubs.
- All children are encouraged to go on our residential trips.
- All children are encouraged to take part in sports day/school plays/special workshops, etc.
- No child is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development:

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

- Children with SEND are encouraged to be part of all aspects of the school day
- Children with SEND are also encouraged to be part of Behaviour Support Unit (BSU) to promote teamwork/building friendships etc.
- Meetings are held every week ensure a graduated approach is in place for all children including those who are vulnerable and/or have SEMH needs. Referrals can be made through the pastoral system. This allows us to track and monitor provision
- Children who need Wave 3/4 provision to help meet their emotional needs have access to the BSU. This is a base that incorporates a SEAL approach to learning and helps children to self-regulate, identify with emotions and make positive choices. Children are identified through meetings held each week and will display challenging behaviours that are underpinned by an SEMH or attachment need
- The Academy has a counselling service on site that can be accessed through referral
- The Academy is part of the nationwide trailblazer project 'With Me in Mind' that aims to work with students experiencing anxiety, low mood or are displaying mental health issues. Students will be offered CBT sessions and further referral into CAMHS, if needed, following the sessions
- Pastoral support: The school offers a graduated support system to meet the pastoral needs of the students including day to day support and runs personalised pastoral programmes.

Working with other agencies:

Generally, the Assistant SENDCo/SENDCo will make a referral around specific learning difficulties for a student to one of these services, with parental permission. The service will come and complete an assessment and observation with the student and then write a report. After discussing the report with the parent, teacher and SENDCo a graduated approach to support will be implemented if necessary, with measurable outcomes.

- SALT: Speech & Language Therapy Dept
- Autism Team: Lianne Morewood
- CAMHS
- Hearing Impaired Service
- Visual Impairment Service
- Early Help

The Local Governance Committee:

Regular reports are made to the LGC about the progress of children with Special Educational Needs and Disability. A member of the LGC, Jayne Dickson, is identified as having specific responsibilities for Special Needs and Disability and works closely with the SEND team.

Complaints about SEND provision:

The school encourages parents to voice any concerns that arise. We aim to solve issues swiftly and in person, with the aim of reaching a mutual agreement and understanding.

A parent's first point of contact should be the subject teacher. Teaching staff are always happy to discuss student progress and attainment at any given point in the year. Parents can also contact the school Assistant SENDCo/ SENDCo who would be happy to answer any questions or concerns.

Parents who wish to make a complaint regarding SEND provision are strongly encouraged to speak to the Assistant SENDCo/ SENDCo in the first instance. If the issue cannot be resolved at this level or the complaint is about the Principal, the parent would be directed to the school's complaints procedure.

Contact details for raising concerns :

SEND Concerns:

- send@wathacademy.com
- enquiries@wathacademy.com
- Mrs Sharkey / Mrs Stone-Riley 01709 760222 (press 5 on the automated system)
- SEND Keyworker
- Form tutor
- Pastoral Year Leaders
- Safeguarding Team

Contact details of support services for parents of pupils with SEND:

Monitoring arrangements

This policy and information report will be reviewed by Julia Sharkey (SENDCo) every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This report links to our policies and information on:

- Accessibility Plan - WA
- Administration of Medicines Policy - MLT
- Anti-Bullying Policy - MLT
- Behaviour for Learning Policy and Procedures - MLT
- Charging and Remissions Policy - MLT
- Child Protection and Safeguarding Policy - MLT
- Complaints Policy - MLT
- SEND Policy - WA
- Supporting Students with Medical Needs – WA.