



SEND REPORT

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	Jan 2021
Next Review Due	Sep 2022
Agreed with Teacher Trade Unions and Professional Associations	n/a

Special Educational Needs and Disability at Welland Park Academy

Welland Park Academy is a highly successful mainstream inclusive school and we support all students with a wide variety of additional needs.

We have an established ethos that ensures all students feel welcomed and encouraged. This is supported by the curriculum, relationships within the school community and high expectations of all learners. We aim to ensure that all of our students with SEND (Special Educational Needs and Disabilities) play a full part in school life. Students with SEND will be supported by adults who are suitably trained or informed of their needs.

In line with the principles of the Special Education Needs Code of Practice 2015, we provide students with additional or differentiated support in order to enable them to access the curriculum and make good progress.

The learner is at the heart of our provision and the learning opportunities afforded our young people reflect this.

Types of SEND and provision

We recognise 4 categories of SEND as stated in the SEND Code of Practice 2015. Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities for children of the same age (SEND Code of Practice 2015)

<p style="text-align: center;">Cognition and Learning</p> <p>Specific needs such as :-</p> <ul style="list-style-type: none"> *Dyslexia *Dyscalculia *Dyspraxia *Moderate learning Difficulties (MLD) *Dysgraphia 	<p style="text-align: center;">Communication and Interaction</p> <p>Specific needs such as :-</p> <ul style="list-style-type: none"> *Autistic spectrum disorder (ASD) *Pathological demand avoidance (PDA) *Speech, language and communication (SLC)
<p style="text-align: center;">Physical and sensory</p> <p>Specific needs such as :-</p> <ul style="list-style-type: none"> *Hearing impairments *visual impairments *physical impairments *Medical difficulties *Sensory Processing Disorder 	<p style="text-align: center;">Social, Emotional and Mental health</p> <p>Specific needs such as:-</p> <ul style="list-style-type: none"> *Attention deficit, hyperactivity disorder (ADHD) *Behavioural, emotional and social difficulties (BESD) *Oppositional defiance disorder (ODD)

Welland Park Academy has a dedicated area – ‘Access to the Curriculum’ (AC) for students with SEND. However, we expect students to access mainstream lessons and activities with support where necessary. We believe in Quality First Teaching for all students but where students require additional support we adapt resources and differentiate lessons to ensure expected progress or better for all SEND students. We have designated specialist provision from outside agencies to reinforce the work that is carried out in school, where appropriate.

Overview of other terms used

EHCP:	Education, Health and Care Plan
IR:	Inclusion Record
SIMS:	Student Information Monitoring System
SENDCo:	Special Educational Needs and Disability coordinator
Senior HLTA:	Senior Higher Learning Teaching Assistant
ELSA:	Emotional Literacy Support Assistant
HLTA:	Higher Learning Teaching Assistant
TA:	Teaching Assistant
IEP:	Individual Education Plan
EP:	Educational Psychologist
AOT:	Autism Outreach Team
OT:	Occupational Therapist
PT:	Physio Therapy
K:	Student receiving SEND support
I:	Student being monitored by Pastoral and SEND team
E:	Student with an EHCP

Support by staff

1. Learning Support- led by a SENDco, Miss S Kenning kennings@wellandparkacademy.com
2. Pastoral Support – 1 Student Support Manager, 1 Progress Leader and 1 Assistant Progress Leader for each Keystage – refer to website for email address

The SEND team consists of an Assistant SENDCo, 1 SHLTA, 2 HLTA, 2 ELSAs and a highly trained team of TAs who support in various capacities around school. This support may be in the classroom; in terms of advice and differentiation; small group and 1:1 work. We endeavour to support all students who have barriers to their learning in a variety of ways and with the resources we have available matched to what is appropriate for the individual.

We also have in school a number of staff who are trained as Mental Health First Aiders.

Staff at Welland Park Academy pride themselves on providing good quality teaching through differentiation, effective feedback and marking and by ensuring that each student's needs are met within the classroom. The quality of teaching at Welland Park Academy is of a high quality evidenced by our excellent key stage 4 results.

Subject teachers are responsible for all of the students that they teach. For those students identified with additional needs, teaching assistant support may be provided in some lessons.

Students who require specific interventions for literacy are identified early and interventions are put into place to ensure minimal disruption to their normal curriculum. Interventions are specific to each need and operate with clear targets. Progress is tracked by relevant staff and successes are shared and celebrated with parents and carers.

Governors play an active role in strategically monitoring the quality of our SEND provision.

Support from outside agencies

The SENDCO maintains links with other SENDCOs through the SENDCO network and in addition to this we have useful contacts with many of the education support services available. We use the following services on a regular basis.

- Learning support services (LSS).
- Educational Psychology Service (EPS).
- Speech and Language Therapy Services (SALT).
- Autism outreach team (AOT)

- Educational Welfare Service (EWS)
- SENDIASS - Special Educational Needs & Disabilities Information and Advice Support Service (Formerly Parent Partnership Service).
- Community Health Service.
- Child and Adolescent Mental Health Service (CAMHS).
- The Virtual School for Looked After Children and Young People.
- School counsellor.
- School nurse.
- School emotional, literacy, support assistant (ELSA)
- ADHD solutions
- South Leicestershire inclusion partnership (SLIP)
- Occupational therapy/Physio Therapy
- Prevent
- Turning point

Support and Progress

Students identified as:

I – students are monitored during data cycles by the SEND and Pastoral team

K – students have a pupil passport, plan and have termly reviews to discuss, monitor and track progress

E – Students have a pupil passport and IEP that is reviewed termly. In addition to this we hold statutory annual reviews to discuss, monitor and track progress. This involves the student, parents, teachers and professionals.

All SEND records and documents are centrally accessed by all staff on Provision Map.

Transition to Year 7

At the beginning of the new term parents and carers of students who have been identified by primary schools as requiring extra support will be invited by the Learning Support, to attend a drop in session. Parents and carers can then find out what support is available for their child and how that support is managed. The SENDCo will be available during the first tutor's evening early in the first half term and be available to parents on a drop in basis. Parent's/Carer's of students who are already known to the department, either because they have an EHCP, or are on the Individual needs record, will be contacted in the summer term through their primary school to organise suitable transition arrangements. All K and E students receive a key worker from the SEND team at the beginning of Year 7 to support with transition. In Year 6, the SEND team contact primary schools to develop a one minute read for teaching staff to inform their practice in the first term of Year 7.

Meeting the needs of students

The SENDCo maintains an up to date register of students identified as having additional needs. This is made available to all adults who work within the school.

Students with Education Health and Care Plans (EHCP) and students who have SEND support will have individual education advice available to all teachers. This is in the form of a Pupil passport and it informs teaching staff of the students' individual needs and provides a list of personalised teaching strategies and advice, as well as a history of their SEND.

For students with EHCPs, provision will be in line with the recommendations on the plan. Their targets will be broken down termly on documents shared with parents, teachers and the students called Individual Education Plans (IEPs).

The SEND team ensure that all subject teachers are aware of any additional support a child may need and will advise teachers about the best way to provide that support for the child in their class. Staff training is regularly delivered to ensure that they are equipped to meet the needs of the students.

To compliment this and to help all students to achieve the very best they can, we have a range of additional interventions that we also use. These include;

- Nurture provision in Year 7.
- Smaller group interventions that focus on specific skills such as literacy, spelling or social skills.
- Rapid Plus reading scheme.
- Social communication and interaction group.
- Longer literacy intervention programmes.
- Intensive short term interventions which can be delivered individually i.e. 1:1 that may address difficulties such as spelling, handwriting, poor memory, or poor vocabulary.
- Numicon maths intervention.
- Sensory circuits that meet sensory needs.
- Differentiation of resources.
- Buddy reading clubs.
- There is a supervised homework club available at after school on Mondays, Wednesdays and Thursdays where support can be given to complete homework tasks.
- Vulnerable students can attend supervised activities at break and lunchtime every day.
- Key workers and mentors.
- Working Breakfast Club (access to homework support)
- Additional studies for years 9, 10 and 11 to support with literacy and numeracy.
- In class support by SEND team

Students identified with barriers to learning will be tracked by the SEND and Pastoral teams to make sure they are making appropriate progress. Parents of K and I students who are on the Inclusion Record and those with EHCPs will be contacted termly to review progress and overall wellbeing. Where appropriate, advice will be sought from outside agencies where involved. There are also opportunities to discuss progress and raise concerns during parents' evenings and parents' surgeries.

The progress of students is carefully tracked across all curriculum areas by staff and the SENDCo. All interventions are carefully and consistently monitored and reviewed and the results shared with teaching staff. This helps us to follow the assess, plan, do, review process which is integral to everything we do.

The SEND department is monitored through;

- Scrutiny of planning.
- Classroom observation.
- Work sampling.
- Teacher interviews.
- Informal feedback from TAs and other teaching staff.
- Teaching Assistants' feedback.
- Self-Review activities.
- Questionnaires that students carry out about how they feel and their own progress.
- Analysis of assessment data relating to individual students.
- Minutes of Annual reviews for Students with Education Health and Care Plans.
- Student review meetings and records of review meetings.
- Testing of progress.

How we prepare students for transition from KS4-5

Our transition programme is rigorous. Our aim is to ensure as smooth and seamless a transition as possible.

KS4-KS5

We work closely with our Careers Advisor in school and our links with colleges and 6th form provisions to offer advice and information on a range of suitable courses. We liaise with parents closely to ensure that they have sufficient information to help guide our students onto the right pathway for their future aspirations, whether that be in an academic or vocational environment. We host a biennial careers event where parents and students can talk to all the local providers/employers for Post 16 provision.

Our SHLTA co-ordinates transition meetings for SEND students.

Who to contact with any concerns relating to special educational needs and student support

SEND

Sarah Kenning SENDCo responsible for SEND allocation and provision
kennings@wellandparkacademy.com

Maggie McSparron Assistant SENDCo
mcsparrom@wellandparkacademy.com

Caron Clipston Senior HLTA
clipstonc@wellandparkacademy.com

Student Support Managers – Responsible for pastoral support

Becky King kingb@wellandparkacademy.com

Kerry Hardy hardyk@wellandparkacademy.com

Progress Leaders – Responsible for achievement and Progress

Ellie Askham askhame@wellandparkacademy.com

Fiona Horne hornef@wellandparkacademy.com

Quality of provision

In order to maintain and develop the quality of our provision, there are regular opportunities for all Academy staff to undertake training in relation to SEND. Individual areas of interest, performance management review, self-review and staff observations support the identification of areas for development. The SEND team frequently run sessions that look at a specific area of educational need and how best to provide for this.

All staff receive induction upon taking up a post within the department. There has been considerable training to support students with Autism. All Teaching Assistants meet weekly for information updates and to share good practice.

The SEND staff have expertise in the following areas:

- Developing Literacy and Numeracy in Years 7-9.
- Supporting students with Specific Learning Difficulties.
- Supporting Students with Autistic Spectrum Conditions.
- Supporting students with a wide range of physical needs.
- Delivering social interaction and communication programme.
- Inference training.
- ELSA
- Understanding Children's Mental Health
- Circle of Friends
- Running anxiety groups

Providing the best outcomes for students

To ensure that we provide the best outcomes for our students and follow the graduated approach, we take the following steps;

- Student tracking systems are in place and include procedures for tracking students whose progress may be 'out of step' with peers.
- Assessment data is analysed and used to inform provision.
- The SEND register is reviewed regularly, updated and distributed to all staff.

- The register is audited and analysed termly.
- There is movement on the register, both up and down following evaluation of intervention.
- All parents are informed of their child's special educational needs and of targets.
- Parents are invited to SEND reviews three times a year.
- Parents are able to express satisfaction with the provision made.
- Carers/parents attend and actively participate in Annual Reviews.
- Staff feel they have sufficient information and support.
- SEND files are up to date and accessible via provision map online.
- The SENDCO attends meetings with the governor who has responsibility for SEND.
- Ensure resources are used effectively.
- All SEND staff are appraised and receive regular training.
- INSET is provided for all staff.
- Self-Review activities take place.
- Analysis of provision and subsequent reports are used to inform future planning.

A child centred approach

We firmly believe that children themselves play a central part in decision making and all of our reviews are child centred.

We monitor the progress of students with disabilities and allow such students' views to be expressed and shared with their teachers, pupil passports allow for this.

Students complete a review 3 times a year with their parents and a member of the SEND team. This information is then shared with the wider teaching community so that their views and opinions can be heard.

We encourage students to attend all meetings that concern them.

Involving parents and carers

We believe that parents have a crucial role to play in our SEND provision. Parents know their child best. Parents of all students on the SEND register will be invited to attend a meeting three times a year with staff from the learning development faculty to ensure the information we have is correct, and up to date, and to help us to provide the best support for their child.

Parents are always informed if their child will be receiving a targeted intervention, and when an outside agency is involved. Parents are invited and encouraged to attend annual reviews, and any meetings where the process for statutory assessment is being carried out – when an application is made for an EHCP.

There are regular parents evenings and where parents/carers will be able to raise any concerns. Parents/carers are welcome to contact the SENDCO or Student Support Managers/Progress Leaders at any time and arrange a meeting to discuss their child's progress.

Support for social and emotional development

We are supported by an extensive pastoral system that consists of the form tutor, Progress Leader, Assistant Principal for Inclusion and the Inclusion team. We have key workers for individual students who may struggle with emotional and social needs. The school nurse, ELSA and the school counsellor also play an important role in supporting the emotional and physical wellbeing of students.

We always take any incidents of bullying seriously and we recognise the many forms it may manifest itself in. Please refer to the schools anti-bullying policy for more information.

Accessibility arrangements

The site has been assessed for students with physical disabilities. There are hand rails and ramps in key areas. Students, who are unable, whether temporarily or permanently to negotiate the stairs, will have their lessons timetabled in ground floor rooms. There are 2 disabled toilets on the site. Regular risk assessments are carried out by the Operations Manager.

Reasonable adjustments will be made and where necessary support staff will be available to facilitate these adjustments. The AC Department also offers support during break and lunchtime for vulnerable students in an inclusive environment that is open to all.

We work with outside agencies to ensure that appropriate equipment is secured and regularly maintained. In the past this has included equipment suitable for students in a wheelchair as well as students with a hearing or vision impairment. Liaising closely with the appropriate agencies, primary schools and parents, we ensure that equipment and facilities are adjusted to meet the needs of individual students where possible in this mainstream setting.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people.

Reasonable adjustments are expected to be made.

We regularly carry out modifications to the physical environment that are required and that are within our control.

The Academy has the following facilities:

- Toilets for the disabled students in two locations.
- Accessibility for wheelchair users throughout the ground floor.
- TAs currently trained in moving and handling

We monitor the progress of students with disabilities and allow them opportunities to suggest ways of improvement and allow their views to be expressed.

We make adjustments to our provision and embark on appropriate training to ensure any barriers to learning are removed. Sometimes this will involve us acquiring specialist teaching resources and advice from specialist services.

No students at Welland Park Academy are discriminated against because of their needs. We endeavour to ensure the best provision is in place.

In rare circumstances we may not be able to meet the needs of a particular student. This will be discussed and we will help to find the most suitable provision to meet needs.

In meeting these needs Welland Park Academy has due regard to the SEND Code of Practice 2015, the Equality Act 2010 and the Disability Discrimination Act 2001.

How we deal with complaints and what is the process for parents?

This school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure which is available in full on our website at www.wellandparkacademy.co.uk

How governors support the school in relation to students with SEND

We have one link SEND governor who has regular input into policies and procedures directly related to SEND practice. We work closely to ensure access to appropriate resources and organisations can be secured to support our young people.

Response to school closure and Covid-19

Following the Corona Covid-19 pandemic and associated unprecedented times, the school recognises that it is essential to continue and commit to providing our best endeavours for our students. At this time we continue to adhere to the Equality Act

2010 and the SEND Code of Practice 2015. With careful consideration of current government guidance we will continue to ensure we are meeting the needs of our students on the SEND register. During this time we will:-

- Ensure all students on the SEND register have fortnightly communication with a key adult from school
- Key workers will support students in accessing, completing, managing their workload and explore with the student alternative ways of accessing work
- Continue to work together with the youngster, family, professionals to uphold the best interests of the student
- Apply reasonable adjustments to remote learning where applicable
- Track and monitor the impact and outcomes of additional or altered provision
- Seek advice from multi-agency services when additional and urgent support is needed
- Provide staff with key information and training to help meet the student's needs
- Uphold reasonable high expectations within the current evolving climate
- Continue provision under the assess, plan, do review cycle
- Review provision for SEND fortnightly

In addition for students with an EHCP, we will also:-

- Facilitate a weekly communication session with the student unless agreed otherwise with parents
- Continue to perform annual reviews remotely with parental consent
- Offer provision where possible as stated in their EHCP documents
- Complete fortnightly 'Student EHCP Risk Assessment' in conjunction with the LA

Contact: 01858 464 795

Principal:	Ms Julie McBrearty
Website address:	<i>wellandparkacademy.co.uk</i>
Facebook account details:	www.facebook.com/wellandparkacaemy
Twitter Feed details:	twitter.com/welland_park
Age Range of students:	11-16
Date of Last Inspection:	July 2019
Outcome of last inspection:	Good