



# SEND POLICY & INFORMATION REPORT

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	<b>May 20</b>
Next Review Due	<b>Sep 25</b>
Agreed with Teacher Trade Unions and Professional Associations	n/a

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## 1. Aims

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Welland Park Academy believes that all young people should be encouraged to succeed and is dedicated to raising the aspirations and expectations of all students with SEND. We are committed to ensuring that all of our students experience the very best education and the most effective and impactful provision. We recognise that there is a continuum of SEND. We aim to focus on outcomes for students, enabling them to become well rounded, independent and prepared for life after Welland Park Academy.

We believe that every teacher is a teacher of SEND and that good SEND practice, is good practice for all.

## 2. Legislation and Guidance

The SEND Policy and Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

[Part 3 of the children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND Information Report

[The Equality Act 2010](#) <http://www.legislation.gov.uk/ukpga/2010/15/contents>, which sets out schools responsibilities for students with disabilities.

## 3. Definitions

A student has SEND if they have a learning difficulty or disability which requires special educational provision (Targeted Provision or Specialist Provision) to be made for them over a prolonged period of time.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for other students of the same age in mainstream schools

Targeted Provision refers to provision that is additional to and or different from, Universal Provision, which is available to all other students of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENDCo

The SENDCo is Mr. Simeon Paul - [pauls@wellandparkacademy.com](mailto:pauls@wellandparkacademy.com)

The Assistant SENDCo is Miss. Maggie McSparron - [mcsparrom@wellandparkacademy.com](mailto:mcsparrom@wellandparkacademy.com)

They will:

Work with the Principal and SEND governor to determine the strategic development of the SEND Policy and provision in the school

Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans (EHCPs)

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching

Advise on the Graduated Approach (Assess, Plan, Do Review) to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

Be the point of contact for external agencies, especially the Local Authority (LA) and its support services

Liaise with potential next providers of education to ensure students and their parents or carers are informed about options and a smooth transition is planned

Work with the Principal and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all students with SEND up to date

#### **4.2 The SEND Governor**

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this

Work with the Principal and SENDCo to determine the strategic development of the SEND Policy and provision in the school

#### **4.3 The Principal**

The Principal will:

Work with the SENDCo and SEND governor to determine the strategic development of the SEND Policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND

#### **4.4 Class Teachers**

Each class teacher is responsible for:

The progress and development of every student in their class, regardless of needs

Working closely with any teaching assistants (TAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENDCo to review each student's progress and development and decide on any changes to provision

Ensuring best endeavours and reasonable adjustments are in place for those who need them

Ensuring they follow this SEND Policy

## 5. SEND Information Report

### 5.1 The kinds of SEND that are provided for

A student has SEND if they have a learning difficulty or disability which requires special educational provision (Targeted Provision or Specialist Provision) to be made for them over a prolonged period of time (Section 6.15). The SEND Code of Practice (2015) suggests that students are only identified as SEND if they do not make adequate progress once they have had all the provisions and good quality, personalised teaching (Section 6.33 onwards) available to them.

Welland Park Academy provides universal, targeted and specialist provision across the four broad areas of need outlined in the SEND Code of Practice (2015):

Communication and Interaction (C & I) - Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)

Cognition and Learning (C & L) - Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) like Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia,

Social, Emotional and Mental Health (SEMH) - Attention Deficit Hyperactivity Disorder (ADHD), Anxiety and Depression

Sensory and/or Physical Needs (S/PD) - Visual Impairments (VI), Hearing Impairments (HI), Sensory Processing Disorders (SPD), Epilepsy

These areas provide an overview of the range of needs that may be planned for. Welland Park Academy will consider the needs of the student as a whole and not just their SEND. 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 student 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 (Universal Provision), or whether something additional and or different (Target Provision or Specialist Provision) is needed.

### 5.2 Identifying students with SEND and assessing their needs

All Key Stage 3 students (years 7-9) complete standardised assessments in literacy and numeracy in the first term each year. This enables us to have an early identification of needs and ensures that appropriate provision and intervention is in place. The SEND team focus their targeted and specialist provision on students who score below 85 on the standardised assessment, regardless of whether they have an identified SEND need. The standardised assessment can also be used as part of the graduated response and the identification of a SEND need.

\* N.b. scores between 90 and 110 are considered within the average range. profiling.

In addition to using standardised assessment, class teachers will make regular assessments of progress for all students and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the student's previous rate of progress

Fails to close the attainment gap between the student and their peers

Widens the attainment gap

This may include progress in areas other than attainment. For example, social, emotional and mental health needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. If a teacher, or

any staff member has a concern that a student may have an underlying SEND need they are able to raise this with the SEND Team by completing an Initial Concern Form. Once reviewed, this form will be circulated to all staff who interact with that young person and appropriate steps will be taken, based on the information provided. This may include further assessment or profiling, conversations with parents and carers or the provision of targeted or specialist intervention.

### **5.3 Consulting and involving students and parents**

We will have regular discussions with students and their parents and carers, where necessary. These conversations will make sure that:

Everyone develops a good understanding of the student's areas of strength and difficulty

We consider all parents and/carer concerns

Everyone understands the agreed outcomes sought for the student

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and we will notify parents and carers when it is decided that a student will receive SEND support. We are also planning Parent Forums for the parents and carers of our SEND students. This will enable us to:

Develop positive working relationships with the parents and carers of our SEND students

Receive parent feedback on their and our students' experiences

Review the effectiveness of our SEND provision

Provide a platform for discussions to inform future provision

Provide a platform where parents and carers can develop relationships with others going through similar experiences.

### **5.4 Assessing and reviewing students' progress towards outcomes**

We 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 student's needs. This will draw on:

The teacher's assessment and experience of the student

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 student'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 student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. They are also informed of any

provisions that are in place. This is available to staff online, through the Provision Maps programme. We regularly review the effectiveness of the support and provisions in place, as well as their impact.

### **5.5 Supporting students moving between phases and preparing for adulthood**

We view effective transitions as extremely important. The SENDCo is invited to attend the transition annual reviews of Year 6 EHCP students at local primary schools. Pre-transfer consultation meetings take place between the SENDCos from the feeder schools and the schools. The Manager of Learning Support is also involved in some of these meetings.

Where possible, most year 6 SEND students will be met at their primary school, to understand their needs on transfer. Should it be necessary, additional transitions and visits may be arranged in the summer term.

Information on SEND students transitioning to Welland Park is requested from and sent by the primary schools. This is used in conjunction with student profiles to determine appropriate provision(s) for that student.

Additional, SEND-focussed transition days are available to a selection of SEND students in year 6. These students are identified during conversations with the primary SENDCos.

Year 6 students who plan on transitioning to Welland Park Academy are also invited to attend the school's 'Summer School Programme', as a form of additional transition.

Year 7 SEND students with an EHCP will have an "Interim Review" in the first term. This is to ensure good contact and communication between parents and the academy and it enables us to review the transition experience for each student.

From year 9 onwards, all students with an EHCP will have a section of the review dedicated to preparation to adulthood as part of the review process. The academy's careers advisor will also be invited to attend these reviews.

SEND students in year 9 will have additional support and / or provision from the SEND team before deciding on their GCSE options. For some, this will include a dedicated meeting with the student and the SENDCo or Assistant SENDCo to discuss their education and employment aspirations, academic progress and appropriate pathways.

SEND students in year 10 will have additional support and / or provision from the SEND team before deciding on their work experience placement. For some, this will include a dedicated meeting with the young person and the SENDCo or Assistant SENDCo to discuss their employment aspirations and any support they may need for or during the work experience placement

SEND students in year 11 will have additional support and / or provision from the SEND team before deciding on their Post 16 options. For those with EHCPs there will be a dedicated section of the review to discuss post 16 options and pathways. We also make significant amendments to the EHCPs to ensure that they are reflective of their needs and the provision that they will require during their next phase of education, employment or training.

Additional contact or meetings will be arranged with post-16 providers to pass on information. Transition visits may be arranged from some. This may be supported by SEND Team, if necessary. We will share information with the school, college, employer or other setting that the student is moving to. We will agree with parents and students which information will be shared as part of this.

### **5.6 Our approach to teaching students with SEND**

Class Teachers are responsible and accountable for the progress and development of **all** the students in their class, including those with SEND.

It is stated within the SEND Code of Practice (2015) that students are entitled to high quality teaching; their progress would be hindered without it. It is also important to note that it identifies that every teacher is a teacher of SEND.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated and / or scaffolded for individual students.

We will also provide several Targeted and Specialist provisions for identified students, to ensure that they are able to access the curriculum. These may include:

A range of Literacy and Numeracy Interventions

Social Skills Interventions

ELSA

Sensory Circuits Motor Skills Development Programme

Support around Understanding Diagnoses

All students on the SEND register will have a Pupil Passport produced, written in conjunction with the student and their 'Keyworker'. This will include personal information, such as likes, dislikes, strengths and hobbies. It also includes their barriers to learning, strategies to overcome them and parent voice. All subject teachers and support staff have access to this document, through the Provision Map programme.

### **5.7 Adaptations to the curriculum and learning environment**

All students, regardless of need, are expected to access the mainstream curriculum. Best endeavours and reasonable adjustments are in place to ensure that all students' needs are met and allow them to do so. This includes:

Where appropriate, differentiation of content to ensure all students can access it. For example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Where appropriate, scaffolding of content, including using sentence and paragraph starters, writing frames etc.

Where appropriate, using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Where appropriate, adaptations to teaching delivery. For example, allowing for longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Learning Support**

In addition to the SENDCo, we have a Manager of Learning Support, 12 teaching assistants (TAs) and 2 ELSAs based in Learning Support. They are trained to deliver a range of interventions. TAs may support some SEND students in class. This may include some 1:1 support (if it is deemed appropriate) and some small group work. However, all of our TAs follow guidance from the Education Endowment Foundation (EEF) and aim to provide students with as much scaffolding and opportunity for independent learning as possible. They also provide some small group work within Learning Support or within the classroom setting.

Our 2 ELSAs provide short-term, 1:1 support around a range of topics. Students who have accessed our ELSA will be monitored and have regular check-ins throughout the year.

### **5.9 Expertise and training of staff**

Our SENDCo has experience in this role and has also worked as the Manager of an Enhanced Resource Provision (ERP) for students with autism, a teacher in an independent specialist setting and a class teacher. Our Assistant SENDCO is also a Teacher of PE.

We have a team of 12 teaching assistants, who receive regular in-house and external training on intervention, provision and SEND needs, as well as the statutory training that all teaching and learning staff receive.



Our 2 ELSAs are required to attend at least 4 supervision sessions with our Educational Psychology provider, to ensure that they are kept up-to-date with current theory and practise relating to their role..

### **5.10 Assistive Technology and Equipment**

At Welland Park, where appropriate, we support students with the specialist equipment and facilities required for them to learn, flourish and succeed. We work closely with external agencies to supply key pieces of equipment to support students with SEND who require it. For example, we work closely with the Vision and Hearing Impairment Teams, part of the Specialist Teaching Team at Leicestershire County Council. We will work alongside medical professionals to support students e.g. Physiotherapy and Occupational Therapists, where this is required.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions and other provisions. We do this in a number of ways:
- Using the Provision Map programme and through student feedback
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans
- Working closely with Pastoral Leads
- Working closely with parents and carers, including inviting parents to join our SEND Parent Forums (starting from Autumn 2024)
- Working with external support and agencies e.g. SEND Consultant

### **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

There are a number of provisions in place to make sure our SEND students are able to access activities alongside those without SEND:

- All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trips, when available.
- All students are encouraged to participate in the Duke of Edinburgh Award Scheme
- All students are encouraged to participate in sports day/school plays/special workshops, etc.
- No student is ever excluded from participating in these activities because of their SEND.
- A discussion will be had on an individual basis with parents and carers on entry to Welland Park Academy to make sure students can access activities including extra-curricular sessions.
- The site has ramps to allow access to subject areas, classroom accessibility is assessed when rooming lessons.

### **5.13 Accessibility**

#### **Statutory Responsibilities**

Welland Park Academy has a duty under The DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

- The academy takes into account students' and parents' preferred format for the delivery of key information, which includes handouts of printed information, emails, text alerts, Twitter and Facebook. A parent portal is available for parents to access attendance and other key information via the Internet.
- Parents and carers can contact key staff via telephone or email.

- The setting is generally accessible to all students, with wheelchair access to most areas. Best endeavours and reasonable adjustment are made to ensure access for those with limited mobility. This may include, moving classes to more appropriate settings, if necessary.
- Disabled changing and toilet facilities are available.
- Disabled parking bays are located at the front of the school.
- ICT, coloured overlays, books, specialist pens, reading rulers and overlays for computers are routinely available. Other specialist equipment such as visual enhancement software is secured from external suppliers when needed.
- There is a separate Accessibility Policy, to ensure that appropriate provision is in place. This can be found on the school website.

#### **5.14 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in a range of ways:

- We have a strong pastoral team with each key stage having a non-teaching Pastoral Manager, students are encouraged to seek out support when necessary.
- We have 2 ELSAs who work closely with students to support their social, emotional and mental health needs
- We have a school counsellor
- We have a school nurse
- We have access to Teen Health - <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/teen-health-11-19>
- We have staff mentoring
- We have access to external support for mental health
- SEND students will be allocated a keyworker who is able to meet with them regularly and check-in.
- SEND students are encouraged to be part of the school council.
- SEND students are also encouraged to take part in the Duke of Edinburgh Award Scheme from year 9, this will encourage them to develop skills in teamwork/building friendships etc.
- The Learning Support Department is open for identified SEND students at registration, breaktime and lunch time to allow them a quiet, safe space to build friendships in a supported environment.
- SEND students can complete a student incident/concern form if they have any concerns.

There are a range of interventions, relating to improving emotional and or mental health understanding and management, which student may be selected for.

#### **5.15 Bullying**

Welland Park Academy has a zero tolerance approach to bullying.

The anti-bullying policy can be found on the school website.

The policy underpins the expectations of Welland Park Academy regarding to appropriate conduct towards others. The aim is to promote students' health, safety and emotional wellbeing by the prevention of bullying and is linked with wider policies on behaviour, inclusion, and safeguarding. We are all entitled to work in an environment where we can thrive and feel safe. Any kind of harassment will not be tolerated.

#### **5.16 Complaints about SEND Provision**

There is a Complaints Policy for Welland Park Academy and parents are requested to look at that for guidance. Where there is cause for concern parents are urged to resolve the matter firstly with the member of staff concerned. If this does not achieve resolution, reference should then be made to the SENDCO, Assistant SENDCO or Principal.

Formal complaints may be made, by contacting the Chair of Governors, where prior reference to the school has not resolved matters.

The parents and carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their student. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.17 Contact Details for Raising Concerns

Mr. Simeon Paul – SENDCO Telephone: 01858 464795. Email: <a href="mailto:sendco@wellandparkacademy.com">sendco@wellandparkacademy.com</a> Email: <a href="mailto:pauls@wellandparkacademy.com">pauls@wellandparkacademy.com</a>	Miss Maggie McSparron – Assistant SENDCO (Key Stage 4) Telephone: 01858 464795 Email: <a href="mailto:mcsparronm@wellandparkacademy.com">mcsparronm@wellandparkacademy.com</a> Email: <a href="mailto:sendco@wellandparkacademy.com">sendco@wellandparkacademy.com</a>
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### 5.18 Links with External Agencies and / or Specialist Providers

The SEND Team work with a number of external agencies (Specialist provision) to provide support for students with SEND. These include:

Leicestershire Specialist Teaching Team including, Autism Outreach, Specialist Teachers

Partners in Psychology Educational Psychology Service

Hearing and Vision Support Teams

### 5.19 The Local Authority Local Offer

Our local authority's (LA) local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Welland Park Academy is also part of the Transforming SEND and Inclusion in Leicestershire (TSIL) programme. A list of Local Authority SEND Service Developments are available for viewing here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/send-service-developments>

## 5.20 Local SEND Support Services

The academy continues to build strong working relationships and links with external providers, in order to fully support our SEND students and aid school inclusion. We believe that sharing knowledge and information with these services is key to effective SEND provision. Any one of the providers may raise concerns about a student. This will then be brought to the attention of the SENDCo, who will inform the parents and carers.

Below are the contact details for a range of services that parents and carers may wish to contact:

- SENDIASS Leicestershire - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send>
- Leicestershire Specialist Teaching Service - <https://resources.leicestershire.gov.uk/specialistteaching-services>
- Leicestershire Autistic Society - <https://www.leicestershireautisticsociety.org.uk/las-support-activity-groups/>
- ADHD Solutions – <https://www.adhdsolutions.org>
- CAMHS - <https://www.leicestershire.gov.uk/education-and-studentren/special-educational-needsand-disability/information-for-schools-and-professionals/mental-health-for-studentrenand-young-people>
- Children and Families Services - <https://www.leicestershire.gov.uk/Education-and-children/Social-care-and-supporting-families>
- Leicestershire Education Psychology Service - <https://www.leicestershire.gov.uk/education-and-studentren/special-educational-needsand-disability/education-and-studentcare/educational-psychology-service>

## 6. Monitoring arrangements

This SEND Policy and Information Report will be reviewed by Mr. Simeon Paul (SENDCo) **annually**. It will also be updated if any significant changes to the information occur during the year.

It will be approved by the governing body.

## 7. Links with other policies and documents

This policy links to our policies on:

Accessibility Policy

Positive Behaviour Policy

Equality information and objectives

Supporting students with medical conditions

Access Arrangements Policy

Exams Policy

Word Processor Policy for Exams

