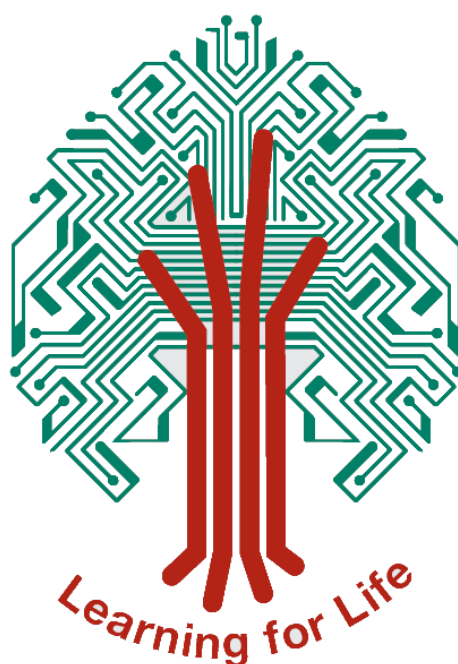




Special Educational Needs and Disabilities (SEND) Information Report

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	July 25
Next Review Due	July 26
Agreed with Teacher Trade Unions and Professional Associations	n/a

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The Types of SEND Provided For

SEND is classified in to four Broad Areas of Need, as outlined in the SEND Code of Practice (2015) and we provide universal, targeted and specialist provision across these four broad areas. Examples of some of the related difficulties and conditions across the four areas are outlines below:

Communication and Interaction (C & I)

- Autism
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning (C & L)

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyscalculia, Dysgraphia and DCD (Dyspraxia),

Social, Emotional and Mental Health (SEMH)

- Attention Deficit Hyperactivity Disorder (ADHD),
- Anxiety and other mental health difficulties

Sensory and/or Physical Needs (S/PD)

- Visual and Hearing Impairments (VI/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 targeted or specialist provision is needed.

Identifying Students with SEND and Assessing Their Needs

At Welland Park Academy we believe that all teachers are teachers of students with SEND. All teachers and support staff receive training in identifying and supporting students who require educational provision that is additional to or different from the curriculum offered to all. Additionally, class teachers 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

Slow progress and low attainment will not automatically mean a student is recorded as having SEND and progress in areas other than attainment are also taken in to consideration. For example, social, emotional and mental health needs.

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.

We follow the Graduated Approach of Assess, Plan, Do, Review, as outlined in the SEND Code of Practice. This ensures early identification of needs, effective interventions, and regular review with parents and students. Where school-based support is insufficient, an application for an Education, Health and Care (EHC) plan may be made.

Additionally, all students in years 7-9 complete standardised assessments in literacy and numeracy in the first half-term of 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 approach and the identification of a SEND need.

Consulting and Involving Students and Parents

The SENDCo/SEND Team meet with the parents of all year 7 students with SEND within the first month of school to introduce themselves and to outline the SEND provisions and processes at Welland Park Academy. We also meet with the parents and carers of other year groups throughout the year.

We have a SEND/Parent Working Party Group, consisting of two parents/carers of students with SEND from each year group. The group meet termly and purpose of the group is;

- To develop better communication between the SEND team and parents.
- To build stronger partnerships between parents and the academy.
- To ensure parental voice is considered in SEND planning and decision-making.
- To identify areas for development and opportunities for SEND students across the academy.
- To develop a shared understanding of the challenges facing SEND in Leicestershire.

We 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 in the process of creating a SEND Student Group.

Assessing and Reviewing Students' Progress Towards Outcomes

We follow the Graduated Approach and the four-part cycle of **assess, plan, do, review**.

Class teachers work with the SENDCo and the wider SEND team to carry out 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. Parents also have access to view the pupil profile. We regularly review the effectiveness of the support and provisions in place, as well as their impact.

Supporting Students Transitions

We view effective transitions as extremely important. The SEND Team are 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 SEND Team.

- 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 SENDCO and via discussion with their parents.

- 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 is invited to attend these reviews, so that career plans can be put in place early.
- Students with SEND 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 a member of the SEND Team 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 a member of the SEND Team to discuss their employment aspirations and any support they may need for or during the work experience placement
- Students with SEND 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 also be arranged for some students with SEND. This is organised and supported by SEND Team. 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.

Our Approach to Teaching Students with SEND

Overall approach

At Welland Park Academy we believe that class teachers are responsible and accountable for the progress and development of **all** the students in their class, including those with SEND. This is in line with guidance within the SEND Code of Practice (2015) which states that students are entitled to high quality teaching; their progress would be hindered without it. At Welland Park Academy we are committed to creating an inclusive environment where all students can thrive. We believe 'every teacher is a teacher of SEND', and that inclusive practice is good practice for all.

High-quality, inclusive teaching is our first step in responding to students who have SEND. Teachers may adapt teaching methods, resources and curriculum delivery in order to meet the needs of the SEND students whom they teach. In some instances, assistive technology may be used in order to meet needs.

We provide a range of targeted and specialist provision for students, to ensure that they are able to access the curriculum. These are based on need, not diagnosis. Interventions may include:

- Literacy and Numeracy Interventions
- Social Communication or Social Interaction Skills Interventions
- Emotional Literacy Support Assistant (ELSA)
- Motor Skills Development Programme
- Support around Understanding Diagnoses

All students on the SEND register have a Pupil Profile, written in conjunction with the student and their 'Key Worker'. 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. Parents, teachers and support staff have access to this document, through the Provision Map programme.

How the SEND Team Support Students

TAs work closely with class teachers to support our SEND students within the classroom environment. Our TAs are deployed into year group teams, to ensure consistency in lessons and the ability to build stronger working relationships with our students. All of our TAs follow current guidance on the role and aim to provide students with as much scaffolding and opportunity for independent learning as possible (helicoptering). They also provide some small group work and intervention within Learning Support.

Our ELSA provides short-term, 1:1 and small group support around a range of topics. Students are referred by teaching, support and pastoral staff or through conversations with parents. Students who have an EHCP which states ELSA also have access. Student who have accessed our ELSA will be monitored and have regular check-ins throughout the year.

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, staff differentiate content to ensure all students can access it.
- Where appropriate, staff adapt teaching delivery. For example, allowing for longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Where appropriate, staff scaffold content. For example, using sentence starters or writing frames etc.
- Where appropriate, students have access to assistive technology, overlays, adapted font, etc.

Assistive Technology and Equipment

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. Access to some forms of assistive technology, especially for examinations, needs to be agreed via external application. In some instances, consultant level recommendations are required for access to assistive technology. This is outlined further in the Accessibility Policy

Staffing, Staff Expertise and Training

The SEND Team consists of a SENDCo, an Assistant SENDCo, a Manager of Learning Support, 20 teaching assistants (TAs) and an ELSA. Our SENDCo has years of 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 special school and a class teacher. Our Assistant SENDCO is a qualified SENDCo and also a teacher of PE. Our Manager of Learning Support is currently completing the SENDCo NPQ.

Staff at Welland Park receive regular training (continual professional development- CPD) and supervision to ensure that their knowledge and expertise regarding SEND are up-to-date and that appropriate provisions in place are effective.

CPD is a mixture of in-house (lead by the SENDCo or other members of the team) and external training (commissioned professionals or using our CPD portal).

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

Links with External Agencies and Specialists

We are committed to working collaboratively with external professionals from health and social care sectors, as well as other educational professionals. The SEND Team work with a number of external agencies to provide support for students with SEND. These include:

- Leicestershire Specialist Teaching Team including - Autism Outreach, Specialist Teachers, Hearing and Vision Teams, Assistive Technology for Education Support Team (ATFEST)
- Partners in Psychology and 360 Psychology EP Services
- CAMHS
- The Inclusion Service
- A wide range of other services

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
- Holding SEND-focussed Learning Walks and evaluations of mainstream lessons
- Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Inclusion of Students with SEND in Activities

At Welland Park Academy we are committed to creating an inclusive environment where all students, including those with SEND have access to and are able to take part in a wide range of activities. 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.

Accessibility

At Park Academy, we are committed to be an inclusive and accessible setting. Our site is accessible to pupils with mobility needs, including ramps, disabled toilets and parking. We provide ICT aids, overlays and specialist equipment where required. Our Accessibility Policy outlines the provisions available.

Support for Social, Emotional and Mental Health

At Welland Park Academy, we are committed to supporting the social, emotional and mental health (SEMH) needs of all of our students. We understand that for our students with SEND, this is vitally important. We provide a wide range of support for students to meet their SEMH needs:

- 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 an ELSA who works closely with students to support their SEMH needs
- We have a school counsellor
- We have access to Teen Health - <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/teen-health-11-19>
- We have access to The Cube - <https://thecubeyouth.uk/wellbeing-service>
- We have mentoring by Key Staff
- 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 all extra-curricular activities
- The Learning Support Department is open for SEND students throughout the day
- SEND students can complete a student incident/concern form if they have any concerns.
- There are a range of interventions, relating to understanding and managing SEMH

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.

Complaints

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

Contact Details

General Enquiries - Main Office Telephone: 01858 464795 Email: admin@wellandparkacademy.com	Mr. Simeon Paul – SENDCO Telephone: 01858 464795. Email: sendco@wellandparkacademy.com
Miss Maggie McSparron – Assistant SENDCO (Key Stage 4) Telephone: 01858 464795 Email: sendco@wellandparkacademy.com	Mr Pete Leatherland - Principal Telephone: 01858 464795 Email: admin@wellandparkacademy.com

The Leicestershire Local Offer and Support Services

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>

Welland Park 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-andchildren/special-educational-needs-and-disability/complaints-and-appeals/independentadvice-for-special-educational-needs-and-disability-send>
- Leicestershire SEND Hub - <https://www.leicestershiresendhubpcf.org/>
- Leicestershire Family Hubs - <https://www.familyhubsleicestershire.org.uk/>
- Leicestershire Specialist Teaching Service - <https://resources.leicestershire.gov.uk/specialistteaching-services>
- Leicestershire Autistic Society - <https://www.leicestershireautisticsociety.org.uk/las-support-activity-groups/>
- 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>

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.

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