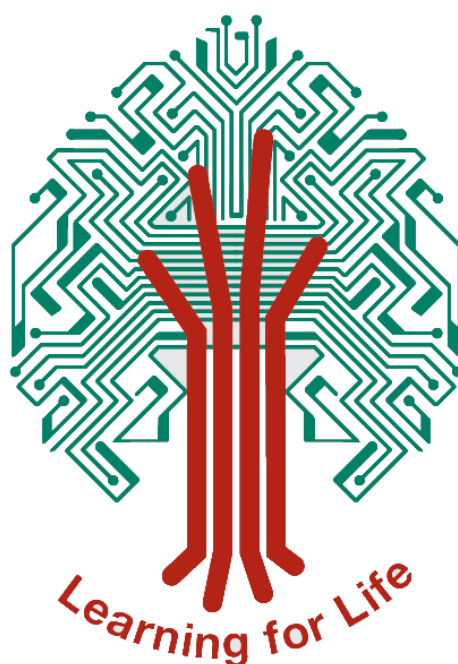




Special Educational Needs and Disabilities (SEND) Information Report

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
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Agreed with Teacher Trade Unions and Professional Associations	n/a

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The Types of SEND Provided For

SEND is classified into four broad areas of need, as outlined in the SEND Code of Practice (2015). We provide universal, targeted and specialist provision across these areas, beginning with high-quality inclusive teaching and early identification and removal of barriers. Examples of related difficulties and conditions are outlined below:

Communication and Interaction (C & I)

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning (C & L)

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD), such as Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia

Social, Emotional and Mental Health (SEMH)

- Attention Deficit Hyperactivity Disorder (ADHD),
- Anxiety, depression 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 for which provision may be planned. Welland Park Academy considers each student as a whole person, including their strengths, views, aspirations and any barriers to learning, attendance, participation or belonging. When deciding whether special educational provision is required, we begin with the outcomes sought, expected progress and attainment, and the views and wishes of the student and their parents or carers. This informs whether needs can be met through our universal offer of high-quality inclusive and adaptive teaching and reasonable adjustments, or whether targeted or specialist provision is required.

Identifying Students with SEND and Assessing Their Needs

All teachers at Welland Park Academy are teachers of students with SEND and share responsibility for creating inclusive classrooms. Teachers and support staff receive training to identify strengths, needs and barriers, and to provide high-quality adaptive teaching and provision that is additional to or different from that ordinarily available. Class teachers make regular assessments of progress, participation and wider engagement 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 do not automatically indicate SEND. Staff first consider the quality and accessibility of teaching, the learning environment and any barriers to participation, attendance or belonging, making appropriate adaptations and reasonable adjustments. Progress in areas beyond attainment, including social, emotional and mental health, is also considered.

Where concerns remain, a teacher or other member of staff may complete an Initial Concern Form for the SENDCo. Information from the student, parents or carers and relevant staff informs next steps, which may include assessment or profiling, refined classroom practice, targeted support or specialist intervention. Short-term factors such as bereavement, bullying, health, attendance or changes in circumstance are considered before a student is identified as having SEND.

We follow the Graduated Approach of Assess, Plan, Do, Review (APDR), as outlined in the SEND Code of Practice. This ensures that strengths, needs and barriers are identified early, support is planned with students and parents or carers, provision is implemented, and its impact on learning, participation, belonging and outcomes is reviewed. Where school-based support has been insufficient, exhausted and reviewed, an application for an Education, Health and Care (EHC) needs assessment may be considered.

Additionally, all students in Years 7 to 9 complete standardised assessments in literacy and numeracy during the first half-term of each year. This supports early identification of strengths and needs and helps the academy plan appropriate teaching, adjustments and provision. The SEND team prioritises targeted and specialist provision for students who score below 85 on a standardised assessment, whether or not they have an identified SEND need. Assessment information is considered alongside teacher evidence, student and parent or carer views, participation and wider engagement as part of the Graduated Approach; no single score determines identification of SEND.

Consulting and Involving Students and Parents

The SENDCo and SEND Team meet with the parents or carers of all Year 7 students on the SEND Register during the first half-term to introduce the team and explain SEND provision and processes at Welland Park Academy. We also meet with parents and carers of students the SEND Register in other year groups throughout the year, where appropriate.

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 hold regular discussions with students and their parents or carers, where necessary, so that student voice and family knowledge inform decisions. These conversations help to ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Parents' and carers' concerns and contributions are listened to and considered
- Everyone understands the agreed outcomes sought for the student, including outcomes relating to learning, participation, independence and belonging
- 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 **APDR**.

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 are made aware of their strengths, needs, barriers, intended outcomes, support and provision, and the inclusive teaching strategies, adaptations and reasonable adjustments required. This information is available through the Provision Map programme. Parents and carers can also view the Pupil Profile. We regularly review the effectiveness and impact of support and provision on progress, participation, independence and belonging.

Supporting Students Through Transitions

We recognise that effective transitions are essential to students' confidence, participation and sense of belonging. The SEND Team is invited to attend transition annual reviews for Year 6 students with EHC plans at local primary schools. Pre-transfer consultation meetings take place between SENDCos from feeder schools and the SEND Team, and we also make contact with SENDCos from non-feeder schools.

- 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 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 small number of identified SEND students in year 6. These students are identified during conversations with the primary SENDCo. Students with EHCPs are always included in these.
- 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, class teachers are responsible and accountable for the inclusion, participation, progress and development of every student in their class, regardless of need. This reflects the SEND Code of Practice (2015) and our belief that every teacher is a teacher of SEND. We are committed to an inclusive culture in which every student is known, feels valued and safe, and is able to belong, participate and thrive. Inclusive, adaptive practice improves the experience of all learners.

High-quality, inclusive and adaptive teaching is our first response to students with SEND. Teachers anticipate and remove barriers by adapting teaching methods, resources, the learning environment and curriculum delivery, using best endeavours and reasonable adjustments so that students can participate meaningfully and experience belonging. Assistive technology may be used where appropriate.

We provide a range of targeted and specialist provision, based on identified need rather than diagnosis, to strengthen students' access, participation, independence, belonging and outcomes. This 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, developed with the student, their parents or carers and their Key Worker. It records the student's strengths, interests, aspirations and views, alongside barriers to learning or participation, agreed strategies and parent or carer voice. Parents, teachers and support staff can access the profile through the Provision Map programme.

How the SEND Team Support Students

Teaching Assistants (TAs) work closely with class teachers to support inclusion, participation and independence within the classroom. TAs are deployed in year-group teams to promote consistency and strong working relationships. In line with current guidance, they use scaffolding and planned withdrawal of support to help students become increasingly independent. They also deliver some small-group work and interventions 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. Students 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 entitled to a broad and ambitious mainstream curriculum. We use best endeavours, high-quality adaptive teaching and reasonable adjustments to identify and remove barriers so that students can access, participate in and contribute to learning. This includes:

- Where appropriate, staff adapt and scaffold curriculum content so that all students can access and engage with 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 specialist teacher in an independent special school and a class teacher. Our Assistant SENDCo is a qualified SENDCo. 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 provision in place are effective.

CPD is a mixture of in-house (led by the SENDCo or other relevant staff) 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 in partnership with external professionals from education, health and social care to strengthen early support, remove barriers and improve students' access, participation, belonging and outcomes. Students and parents or carers are involved in decisions wherever appropriate. The SEND Team works with a range of services, including:

- 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
- Working with external professionals and agencies, for example the Leicestershire SEND Hub
- Holding SEND-focussed Learning Walks and evaluations of mainstream lessons
- Enabling students with SEND to participate meaningfully in the full range of learning, enrichment, leadership and social opportunities available at the academy, with barriers identified and removed wherever reasonably possible

Inclusion of Students with SEND in Activities

At Welland Park Academy, we are committed to an inclusive culture in which all students, including those with SEND, are able to belong, participate and thrive. We identify and remove barriers so that students can take part meaningfully in the full range of learning, enrichment, leadership, social activities, visits and residential opportunities alongside their peers. The following arrangements support access and participation:

- 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 prevented from participating solely because of their SEND; reasonable adjustments and individual planning are used to enable meaningful participation.
- Individual discussions are held with students and parents or carers to identify and remove barriers to participation in activities, including extra-curricular opportunities.
- Physical access, rooming and any required reasonable adjustments are considered when activities and lessons are planned.

Accessibility

At Welland Park Academy, we are committed to inclusion, participation and accessibility. We use best endeavours, reasonable adjustments and individual planning to remove barriers within the physical environment, curriculum and information. The site includes ramps, accessible toilets and disabled parking, and specialist equipment or assistive technology is provided where required. Further details are set out in the Accessibility Policy.

Support for Social, Emotional and Mental Health

At Welland Park Academy, we support the social, emotional and mental health (SEMH) of all students. We recognise that emotional wellbeing, safety, attendance, participation and belonging are closely connected, and that students with SEND may face additional barriers. Support is planned with students, families, pastoral staff and relevant professionals and may include:

- 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 (The SEND Hub) accessible to 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 Information Report will be reviewed annually by Mr Simeon Paul (SENDCo). It will also be updated when significant statutory, policy or contextual changes occur, including following the outcome of national SEND reform proposals.

It will be approved by the governing body.

Links with other Policies and Documents

This information report should be read alongside the following academy policies and documents:

- Accessibility Policy
- Positive Behaviour Policy
- Equality information and objectives
- Supporting students with medical conditions
- Access Arrangements Policy
- Exams Policy
- Word Processor Policy for Exams