



## Driven by the belief that we will be Outstanding

**Welcome to Winterton Community Academy- This is our Local Offer which outlines the provision we make for our students with Special Educational Needs and/or Disabilities at our school.**

### **At this school we believe that:**

- our students are valued members of our school community and are fully included regardless of their needs and abilities.
- our students are given access to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs or abilities;
- the teachers in our school are teachers of all students including those with special educational needs and/or a disability through *Quality First* teaching. This means that they will work hard to meet the needs of all students to ensure that they make the best possible progress.
- effective assessment and provision for our students with special educational needs and/ or a disability will be secured in partnership with parent / carers, the students themselves, the Local Authority and other partners.
- the safety and wellbeing of our students is central to their development and therefore a high priority.

**At Winterton Community Academy we aim to provide high quality support for our students covering a wide range of needs, which include:**

- learning difficulties
- specific learning difficulties, including dyslexia and dyspraxia
- the Autism spectrum
- physical difficulties and medical needs
- emotional and social difficulties including mental health
- sensory difficulties
- language and communication difficulties

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
IN THIS SCHOOL:**

<b>School Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and Disabilities (SEND)?</p>	<p><b>The Special Educational Needs Coordinator (SENCo), Mrs Featherstone, The Inclusion Support Officer, Mrs Simon, Mrs. J. Simpson, Learning Support Manager.</b></p> <p><b>Heads of House, Heads of Curriculum Areas, Form Tutors</b></p>	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• coordinating the support for students with Special Educational Needs and Disabilities (SEND) and developing the school's SEND Policy to make sure they all get a consistent, high quality response to meeting their needs in school.</li> <li>• ensuring that you are:               <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> </ul> </li> <li>• liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</li> <li>• updating the school's SEND record (a system for ensuring all the special educational needs of students in this school are known).</li> <li>• making sure that there are excellent records of your child's progress and needs.</li> <li>• providing specialist support for teachers and support staff in the school so they can help your child (and other students with SEND in the school) achieve the best possible progress in school.</li> </ul> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and liaising with the SENCo.</li> <li>• ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so that he or she can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;</li> <li>• ensuring that all teachers follow the school's SEND and Teaching and Learning Policies.</li> </ul>



	<b>Whole school response Universal <i>Quality First</i> Teaching</b>	<b>Targeted support for individuals or small groups</b>	<b>Specialised individual support</b>
<b>Teaching Approaches</b>	<ul style="list-style-type: none"> <li>The school routinely monitors your child's progress in meeting his/her targets and if insufficient progress is being made, he/she will be referred to the Special Educational Needs Coordinator (SENCo) and, if appropriate, the Inclusion Support Officer who will implement, after consideration with parents, any necessary and appropriate interventions.</li> <li>There are regular parents' evenings with termly reports to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment for learning is used to support planning for different levels of attainment.</li> <li>Small groups may be supported by the class teachers, learning mentors or teaching assistants as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Work is differentiated to meet individual student's needs.</li> <li>There is specific targeting of individual support for students with their <b>student passports (a profile of the strengths and needs of your child with their targets)</b>.</li> <li>Personalised intervention sessions are put in place for students who require a more intensive approach.</li> </ul>
<b>Learning curriculum approaches</b> /	<ul style="list-style-type: none"> <li>Students will have full access to the curriculum which will be differentiated to take account of each student's particular needs and will be modified to suit his /her academic and personal development.</li> </ul>	<ul style="list-style-type: none"> <li>The school identifies pupils with special educational needs through close collaboration amongst staff. For further information refer to our SEND Policy.</li> <li>Pupils are assessed regularly and parents are informed of any concerns regarding their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>The school responds to any concerns raised by parents.</li> <li>The SENCo. may carry out further testing when additional educational needs are identified.</li> <li>Outside agencies may also be involved. <b>Student passports</b> are written and reviewed by the SENCo with the student and parents, and appropriate members of staff.</li> </ul>

<p><b>Support</b></p>	<ul style="list-style-type: none"> <li>• Students at <b>Winterton Community Academy</b> with special educational needs have a <b>Student Passport</b> which summarises the support in place and their targets.</li> <li>• All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for <i>Quality First</i> teaching.</li> <li>• Teachers and support staff regularly receive training which is aimed at maximising the participation, access and achievement of children with special educational needs.</li> <li>• <b>Winterton Community Academy</b> is proud to be an inclusive school, where all teachers are teachers of children with special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students at <b>Winterton Community Academy</b> have access to CALL (small group work based on developing an understanding of the subtleties of language, conversational skills, self-esteem, confidence and other social skills.</li> <li>• There is a structured programme to develop literacy and numeracy skills either in a small group situation or one to one .</li> <li>• The <b>Additional Learning Unit (ALU)</b> is a base which provides selected students with opportunities to socialise with small groups of other students so that they can enjoy their breaks and lunchtimes in a friendly and nurturing environment.</li> <li>• We have an excellent team of Peer Mentors and Peer Mediators who are able to provide additional support for our students through a wide variety of activities. Please refer to our website for further details about the work of our Peer Mentors and Peer Mediators.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with special educational needs may also be supported by external agencies in consultation with their parents. The primary contacts for these agencies are the <b>Inclusion Support Officer</b> and the <b>SENCo</b> although sometimes members of the learning support staff are also involved, if they have a particular responsibility.</li> <li>• It is the responsibility of the <b>Inclusion Support Officer</b> and the <b>SENCo</b> to organise external support and maintain records.</li> </ul>
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<p><b>Emotional</b></p>	<ul style="list-style-type: none"> <li>• <b>Winterton Community Academy</b> works hard with families to meet the needs of all students with their social, emotional and mental health development.</li> <li>• There is a robust pastoral structure which places the emotional needs of the child as a high priority.</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Additional Learning Unit (ALU)</b> can be accessed at breaks and lunchtimes, providing a calm setting with adult supervision.</li> </ul>	<p>The <b>Inclusion Support Officer</b> has received additional training in dealing with aspects of emotional literacy which include emotional awareness, issues with self-esteem, anger management, developing social and friendship skills, social communication difficulties, dealing with loss, bereavement and family break-up. She liaises with parents/carers in order to support the child.</p>
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**Frequently asked questions with responses for parents/carers.**

<b>Question</b>	<b>Answer</b>
<ul style="list-style-type: none"> <li>• How does <b>Winterton Community Academy</b> know if my child needs extra help?</li> <li>• What should I do if I think my child needs extra help?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>During the transition process a wealth of information is passed onto the school from your child's primary school. This information is used to ensure that your child is given the appropriate support.</i></li> <li>• <i>We are also committed to the early identification of special educational needs. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, subject teachers will contact the <b>SENCo</b> to determine whether additional and / or different provision is necessary, beyond <b>Quality First</b> teaching.</i></li> <li>• <i>If you are concerned about your child you need to contact the <b>SENCo</b>, <b>Mrs Featherstone</b>, or <b>Inclusion Support Officer, Mrs Simon</b>.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How will staff at <b>Winterton Community Academy</b> support my child?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Your child's class teachers and the <b>SENCo</b> work together to plan and oversee your child's education program initially through <b>Quality First</b> teaching. In some lessons there will be an extra adult (Teaching Assistant/Learning Mentor), who is able to work alongside the teacher and provide further targeted support. Your child may receive further literacy /numeracy support in a small group situation or working one to one with a teacher or Learning Mentor.</i></li> <li>• <i>Our Teaching Assistants can support students in movement around school, managing emotions and developing social skills in order that they become successful members of the school community.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How will the curriculum be matched to my child's needs?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teachers in our school teach children of all abilities with a wide variety of needs. All teachers plan to include <b>everyone</b> in their lessons and work is provided at the appropriate levels for students to engage in their learning and make good progress.</i></li> <li>• <i>Progress is monitored <b>rigorously</b> by the Middle and Senior Leadership Teams.</i></li> </ul>



<ul style="list-style-type: none"> <li>• How will I know how my child is doing?</li> <li>• How will you help me to support my child's learning?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>We have an open door policy at this school which means you can ring up or e-mail members of staff to discuss your child's progress at any point during the term.</i></li> <li>• <i>There are regular parent evenings and you can ask for an appointment to speak with your child's subject teacher, tutor or the <b>SENCo</b> at a mutually convenient time.</i></li> <li>• <i>You will receive a report every term and we will contact you if we have concerns about your child's progress. We shall also contact you if we feel we need your support in some aspect of your child's life at this school.</i></li> <li>• <i>If your child has a Statement of SEN or an Education, Health and Care Plan , an annual review is held according to the guidance in the Code of Practice</i></li> </ul>
<ul style="list-style-type: none"> <li>• What support will there be for my child's overall well- being?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>At <b>Winterton Community Academy</b> we run a successful peer mentor programme organised by our Inclusion Mentor.</i></li> <li>• <i><b>Mrs Simon,our Inclusion Support Officer</b>, is available to support students and their families.</i></li> <li>• <i>There are close links with our partners in health, for example, the school nurse and paediatric occupational therapist.</i></li> </ul>
<ul style="list-style-type: none"> <li>• What specialist services and expertise are available at or accessed by <b>Winterton Community Academy</b>?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>We link with other professionals such as; Child and Adolescent Mental Health CAMHS, Social Services, Hearing support service Educational Psychology, Occupational Therapy, Autistic Spectrum Education Team Specialist teachers for children who have physical difficulties, specific learning difficulties and hearing impairment. There is a more detailed list in our SEND Policy.</i></li> </ul>

<ul style="list-style-type: none"> <li>• What training does the staff have in supporting children and young people with Special Educational Needs?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mrs Featherstone is a qualified teacher and SENCo.</i></li> <li>• <i>The teaching staff in this school, including qualified teachers and teaching assistants, receive regular training through responding to their own personal development needs or through staff workshops on how to enhance their skills in working with our students who have special educational needs.</i></li> <li>• <i>Measures are in place to ensure that all teaching staff are fully informed of the changes of the new Code of Practice and are able to implement them.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How will my child be included in activities outside the classroom including school trips?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>We make every effort to include all students in school trips. Individual risk assessments are carried out as required and additional adult support is provided if necessary.</i></li> <li>• <i>We will also help prepare your child for any changes in their school day, such as school trips, ICE days ( special activities days), awards ceremonies and sports day.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How accessible is <b>Winterton Community Academy</b>?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>We make every reasonable adjustment possible. Part of the school site is across three levels but we have a lift which allows access to the middle and top level which gains access to English, Maths, Design and Technology, Art, Humanities and ICT.</i></li> <li>• <i>There are adapted toilet facilities on the ground and first floors.</i></li> <li>• <i>There are ramps and rails in appropriate places on the ground floor to ensure safe and easy access.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How will the <b>Winterton Community Academy</b> prepare and support my child to join the school and then transfer to a new school?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Transition Coordinator and the SENCo liaise with Year 6 teaching staff, support staff and SENCos from feeder primary schools prior to our transition days.</i></li> <li>• <i>In some cases, it is beneficial for a school representative to visit and work with the child at their primary school during the summer term of Year 6.</i></li> <li>• <i>Extra transition visits to our school are arranged as required in addition to the usual transition days. These can be arranged for individual children and are highly personalised to the child's needs and/or for small groups as necessary.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>There are regular visits between the primary schools in the catchment area and <b>Winterton Community Academy</b> throughout the year which provide children with opportunities to meet teaching staff.</i></li> <li>• <i>Our Peer Mentors and Peer Mediators are actively involved in helping your child to settle quickly into this school. They visit the primary schools and are involved in supporting your child when they come to visit during the summer term of Year 6 and will give further support at the start of term in September. A Peer Mentor will be assigned to your child as a point of contact to help them sort out any difficulties they might be experiencing at this time but will also be available to provide continued support for your child for as long as he or she needs it.</i></li> <li>• <i>Transition to further education is coordinated between the <b>SENCo</b> of <b>Winterton Community Academy</b> and the <b>SENCo</b> and support staff of local Colleges. The Heads of House and the school's careers advisor will also be involved in the move to college. Taster days and activities at a number of colleges feature regularly in the school calendar and are available to all years, but most particularly for Years 10 and 11.</i></li> <li>• <i>If your child has a Statement of Special Educational Needs, Education, Health and Care Plan or you are a carer, then your child's needs will be discussed further with a career advisor. The advisor can liaise between the school and the colleges.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How are the school's resources allocated and matched to children's special educational needs?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The local authority provides funding for schools to meet the needs of all children with special educational needs. We allocate support according to need.</i></li> <li>• <i>Additional interventions are funded to support children's progress. If your child has a Statement of SEN or a EHC Plan, we will ensure that the provision specified is put in place.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How is the decision made about what type and how much support my child will receive?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The SENCo liases in the first instance with relevant staff from the primary school to clarify the type of support that would be appropriate for your child should they still require it upon transfer to this school. This support is then put into place and is monitored for its effectiveness by the SENCo in consultation with appropriate teaching staff.</i></li> <li>• <i>There are weekly inclusion meetings attended by a member of the Senior Leadership team, all Heads of House, the <b>Inclusion Support Officer</b> and <b>SENCo</b>. The needs of the students are</i></li> </ul>

	<p><i>discussed at these meetings.</i></p> <ul style="list-style-type: none"> <li><i>The members of the SEND department meet formally weekly and informally every day to discuss the progress of the children they support. The <b>SENCo</b> also reviews the progress of students regularly with Mr Mothershaw, Deputy Head, who is also the Line Manager for Special Educational Needs and Disabilities.</i></li> </ul>
<ul style="list-style-type: none"> <li>Who can I contact for further information?</li> </ul>	<ul style="list-style-type: none"> <li><i>Your first point of contact if you want to discuss anything generally about your child is usually your child's form tutor.</i></li> <li><i>However, for specific concerns you can contact the <b>Inclusion Support Officer, Mrs Simon, or the SENCo, Mrs Featherstone.</b></i></li> <li><i>You can contact any member of the school leadership team, if you feel your concerns are not being suitably addressed.</i></li> </ul>

**Frequently asked questions from the point of view of a pupil:**

<b>Question</b>	<b>Answer</b>
<ul style="list-style-type: none"> <li>How does <b>Winterton Community Academy</b> know if I need extra help?</li> </ul>	<ul style="list-style-type: none"> <li><i>Some of the teaching staff from <b>Winterton Community Academy</b> will have started to get to know you in Year 6 and will know about your extra support from your teachers at primary school.</i></li> <li><i>Your teachers look at your progress and they will know if you need extra help.</i></li> </ul>
<ul style="list-style-type: none"> <li>What should I do if I think I need extra help?</li> </ul>	<ul style="list-style-type: none"> <li><i>You can talk to someone at home and they can talk to your teacher. You can chat to <b>Mrs Simon, the Inclusion Support Officer or Mrs Featherstone, the SENCo.</b></i></li> <li><i>You can also talk to your teachers and your form tutor.</i></li> </ul>
<ul style="list-style-type: none"> <li>How will my work be organised so that I can cope and get it all done?</li> </ul>	<ul style="list-style-type: none"> <li><i>Your teacher will give you work that will allow you to learn and make progress.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>They will make sure that it is not too easy and not too hard, but it will make you think!</i></li> <li>• If you have any problems with your work just tell someone.</li> </ul>
<ul style="list-style-type: none"> <li>• If I have difficulties how can I be involved in planning my learning?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>You can talk to <b>Mrs Featherstone or Mrs. Simpson, the Learning Support Manager</b>, or one of the learning support assistants.</i></li> <li>• <i>You will talk about your targets for learning and how else you feel you could be supported. This can all be included on your own Student Passport.</i></li> <li>• <i>You can talk to your <b>peer mentor</b>.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Who will tell me what I can do to help myself and be more independent?</li> <li>• What should I do if I am worried about something?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All the staff at <b>Winterton Community Academy</b> can help you to become independent, but if you feel really worried then talk to your <b>peer mentor or Mrs Featherstone or Mrs Simon</b> or one of the learning support assistants or your tutor. There are lots of people who will be happy to help you.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How will I know if I am doing as well as I should?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Don't worry because your teachers will let you know quickly if there is a problem.</i></li> <li>• <i>You will have a school report each term and Mrs Featherstone or Mrs. Simpson can meet with someone from home to explain how you are doing.</i></li> </ul>
<ul style="list-style-type: none"> <li>• How can I get help if I am worried about things other than my school work?</li> </ul>	<ul style="list-style-type: none"> <li>• Remember, everyone faces extra challenges from time to time.</li> <li>• <i>You can always talk to any member of staff at school . Choose the person you feel most comfortable with.</i></li> <li>• <i>You can talk to your peer mentor.</i></li> </ul>

<ul style="list-style-type: none"> <li>• Are there staff in school who have been trained to help young people who need extra help?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>All our teachers and support staff have been trained to work with young people.</i></li> <li>• <i><b>Mrs Featherstone and Mrs Simon</b> have lots of experience and qualifications that mean they have a good understanding of how to help young people.</i></li> </ul>
<ul style="list-style-type: none"> <li>• If I have difficulty in taking part in school activities what different arrangements can be made?</li> <li>• How will I know who can help me?</li> <li>• Who can I talk to about getting involved in school activities if I need extra help?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>If you are unable to walk up the stairs we have a lift.</i></li> <li>• <i>We have adapted toilets on the ground and first floors.</i></li> <li>• <i>You will be introduced to all staff that will be working with you so that they understand your difficulties. If you feel comfortable, we could also let your peer mentor know how they can help you.</i></li> <li>• <i>You will be encouraged to take part in all school activities. If you need extra support we shall do our best to ensure you get it.</i></li> <li>• <i><b>Mrs Featherstone and Mrs Simon</b> are there to ensure you get the right support and are included in school activities.</i></li> </ul>
<ul style="list-style-type: none"> <li>• What extra help is there to help me get ready to start at my school?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Apart from the usual year 6 activities taking place at <b>Winterton Community Academy</b>, we can arrange extra visits for you and even arrange for Mrs. Featherstone or Mrs. Simpson to come and meet with you in primary school so that you can get to know each other better.</i></li> <li>• <i>You are welcome to come and visit <b>Winterton Community Academy</b> with your <b>Teaching Assistant</b> whenever it is convenient for you and the school.</i></li> </ul>

### **How is our local offer reviewed?**

*The local offer for **Winterton Community Academy** will be reviewed in December 2014.*

*The review will be conducted in consultation with the School Governor for SEND, the SEND Department and Liaison Team. Feedback will be requested from parents and students.*

*Date written: July 2014*