

Winterton Community Academy



Safe, Happy, Successful

SEND Information Report 2018 - 2019

Introduction

At Winterton Community Academy we believe in “Personal success for all through high quality teaching and learning.” We aim to support pupils with special educational needs, seeking to remove barriers to learning and enabling them to have outstanding outcomes.

Our school supports pupils with special educational needs in four main areas; communication and interaction, cognition and learning, emotional and social development and sensory / physical. First and foremost, every member of staff aims to deliver quality first teaching; reasonable adjustments are made when needed and appropriate. Outside agencies work collaboratively with the school ensuring that specialist advice and provision supports effective teaching and learning.

What is the local offer?

All local authorities are required to publish information about provision for children and young people with special educational needs and disabilities; this information is called the Local Offer.

The SEND Local Offer in North Lincolnshire aims to provide information about resources, support, advice, activities and events for children and young people with special educational needs and disabilities and their families.

The North Lincolnshire Local Offer can be found using the link below:

<http://www.northlincslocaloffer.com/s4s/WhereILive/Council?pageId=827&lockLA=True>

Winterton Community Academy uses the North Lincolnshire Local Offer to meet the needs of SEN pupils.

Q1 What are Special Educational Needs and Disabilities?

A pupil has special educational needs when his / her learning difficulty requires a special educational provision; a provision different from or additional to that normally available to pupils in the same year group. This can be identified by looking for progress which:

- Is significantly slower than that of peers who started from the same baseline.
- Fails to match or better the child’s previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

It can include progress in areas other than attainment, for example where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition into adult life.

Special educational needs (SEN) that affect a child’s ability to learn can include their:

- Behaviour or ability to socialise, e.g. not being able to make friends.

- Reading and writing, e.g. having dyslexia.
- Ability to understand things.
- Concentration levels, e.g. Attention Deficit Hyperactivity Disorder (ADHD).
- Physical needs or impairments.

Q2 Communication: who is the best person to speak to about my child's special educational needs?

Special Educational Needs Co-ordinator (SENCO) Miss Forman

Miss Forman is responsible for:

- The day to day operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN needs.
- Providing professional guidance to colleagues so that reasonable adjustments can be made to quality first teaching in order to meet SEN needs of pupils.
- Working closely with staff, parents, pupils and other agencies to best support pupils with SEN or disabilities.
- Keeping records of SEN needs and SEN pupil progress.
- Co-ordinating EHCP annual reviews.
- Reviewing SEN pupil progress and liaising with parents as necessary.
- Meeting with Mrs Daveran the SEN Line Manager to discuss any SEN issues.
- Meeting with the SEN Governor to discuss any SEN issues.

The Class Teacher is responsible for:

- Ensuring that all pupils receive quality first teaching, appropriately differentiated for individual needs.
- Using the information and guidance given by the SENCO in order to make reasonable adjustments as necessary.
- Liaising with parents and the SENCO if the progress of an SEN pupil is a cause for concern.
- Ensuring that the SEN policy is followed in their classroom and for all the students they teach with SEN needs.

The SEN Governor is Mrs Amanda Walker

Q3 What types of SEND are provided for at Winterton Community Academy?

The Department for Education published a new Special Educational Needs and Disability Code of Practice: 0 – 25 years which came into effect in September 2014. The new code of practice identifies four main areas of need. At Winterton Community Academy we provide for these four areas of need and also acknowledge that a child may have needs that cut across these four areas.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation through quality first teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and / or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(DfES SEND Code of Practice 2014)

Q4 How are students who have special educational needs identified?

Initial Identification

Winterton Community Academy has procedures for liaising with its feeder primary schools. This forms the basis for the initial identification of pupils with SEND who fall into the following categories on entry into the academy:

- They have an Educational Health and Care Plan (EHCP) or a formal assessment procedure is in progress.
- They require “SEN Support” and have special educational needs, which are monitored and reviewed according to the requirements of the SEN Code of Practice 2014.

Later Identification

A pupil’s performance may give sufficient reason for teaching staff to raise a concern despite quality first teaching and personalised learning. The subject teacher may draw on the following:

- Teacher assessment and experience of the pupil
- Pupil progress, attainment and behaviour
- Development in comparison to peers
- The views of the pupil
- The views of parents

The subject teacher may raise the pupil as a cause for concern at a faculty meeting. If a concern still exists, the subject teacher may inform the SENCO. The SENCO will discuss the pupil concerns with the Learning Support Manager and Inclusion Officer at an SEN Student Review meeting. The SENCO may then survey other teaching staff for their views, arrange for assessments to be carried out, speak to the pupil and their parents and consult outside agencies. If an SEN need is deemed to exist, the pupil will be placed on the SEN register. Suitable support will then be put in place and teaching staff will be informed of reasonable adjustments that need to be incorporated into quality first teaching.

Q5 What support will my child receive for his / her special educational need at Winterton Community Academy?

If a pupil is added to the SEN register it will be through a graduated approach and based on individual needs as defined by the identification and assessment procedure. Initially students will enter the category known as "SEN support". The nature of support or intervention will vary depending upon individual needs. Reasonable adjustments and support once put in place, will be reviewed to assess the impact on progress. Outside agencies and professionals may be needed to carry out assessments or provide support. If this level of support is still not sufficient to improve pupil progress, then the pupil may undergo an assessment for an Education, Health and Care Plan (EHCP). The local authority will decide based on the evidence provided whether a statutory assessment should be carried out.

Q6 What other specialist services do the school use to support my child?

School provision

- High quality teaching, appropriately differentiated for individuals, is the first step in responding to special educational needs.
- Teaching assistants and Learning Mentors work with individual pupils or small groups.
- Wave 2 and Wave 3 Literacy and Numeracy HITT.
- CALL (Communicative Aspects of Learning and Life) sessions.
- Inclusion offering support for children with social, emotional and mental health difficulties.
- Low level emotional support.

Provision delivered in school by outside professionals

- ASSET (Autism Spectrum Education Team)
- Educational Psychology
- Learning Support Service for children with visual or hearing needs
- SENDIASS (The SEND Information and Support Service)
- SALT (Speech and Language Therapy Service)
- The Education Welfare Service
- CAMNET (Child, Adolescent Medical Needs Education Team)
- Drum Therapy

Health Provision delivered in school

- School Nursing Team
- Occupational Therapy
- Physiotherapy
- CAMHs (Children Adolescent and Mental Health Service)

Q7 How will we measure the progress of your child in the academy?

- Your child's progress will continually be monitored by his/her class teacher.

- Reports are issued once every term. This data is analysed by teachers, heads of faculty, the SENCO and senior leaders.
- Pupils with an Education, Health and Care Plan will have annual reviews carried out.

Q8 How will we support your child when they are joining and leaving Winterton Community Academy?

Transitions can be difficult for students with SEN; we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from Year 6:

- The SENCO will discuss the specific needs of your child with the Primary School SENCO.
- If your child has an Education, Health and Care Plan, the SENCO will attend the Year 6 annual review.
- Extra transition visits in addition to the Open Evening and taster days will be arranged. Your child will be able to meet key members of staff who will be working with them. They will have the opportunity to become familiar with the school environment during the working day.

If your child is joining us from another school:

- The SENCO will request all available information regarding the student's special educational needs and if appropriate meet with the departing school to discuss the current level of support in place.
- Your child will be able to visit the school and stay for a taster session if appropriate.

If your child is moving to another school:

- The SENCO will contact the new school to discuss your child's special educational needs with the SENCO there to ensure that arrangements currently in place can be continued in the new setting.
- All the records about your child will be passed on to the new school as soon as possible.

When your child moves to college:

- If your child has an Education, Health and Care Plan, the annual review in Year 11 will be used to plan for the next educational phase.
- A member from the Careers and Progression Service will meet with SEND students as many times as necessary in order to provide guidance and support.
- Transition and interest visits to the college may be arranged as necessary.

Q9 How is Winterton Community Academy accessible to students with physical disabilities?

The school building is adapted to enable pupils who are disabled and / or in a wheelchair to attend the academy. Ramps enable access as well as a lift to the first and second floors. In addition to this the building has disabled toilets and evacuation chairs that can be used in the event of a fire. If a child has an accident and needs to use crutches / a wheelchair, a risk assessment will be completed once they return to school.

Q10 Who can I contact for further information?

If you would like any further information you can contact Miss Forman (SENCO) or Mrs Burman (Inclusion Officer) on 01724 732777 or forman.e@wintertoncommunityacademy.co.uk or burman.a@wintertoncommunityacademy.co.uk