



Winterton Community Academy SEND Information Report

2020 - 2021

SENCO: Miss Emma Forman (**SENCO qualification awarded by Leeds Beckett University 2017**)

Contact: 01724 732777 forman.e@wintertoncommunityacademy.co.uk

SEND Governor: Mrs Amanda Walker

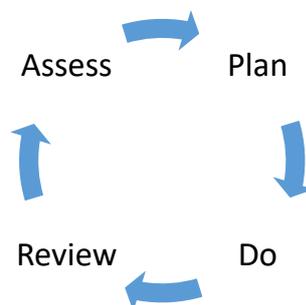
Senior Leader with responsibility for SEND: Mrs Louise Daveran

Local Offer Contribution: <http://www.northlincslocaloffer.com/>

Whole School Approach:

Quality first teaching is in place across the school for every child or young person who attends Winterton Community Academy. Teaching staff endeavour to provide a high quality, differentiated and personalised approach to teaching and learning. Additional interventions and support are provided as necessary in order to support learning, progress and personal development for all the children and young people in our care.

SEND provision in school is underpinned by a graduated approach of:



All teachers are responsible for meeting the needs of every child in their care, including those with special educational needs.

Assess: The social and academic progress of SEND students are assessed on a regular basis. Subject progress data, CAT testing, PASS surveys, educational psychologist reports, track it data, the views of the student, the views of the parent, numeracy and literacy assessments, attendance data, the views of staff in school and wider professionals are used to evaluate this progress. Students with Education, Health and Care plans and those on SEND support with a high level of need will have termly reviews with the SENCO. Other SEND support students will have reviews at least twice per year.

Plan: Once the needs of a student have been assessed, any additional support can be provided. Staff at Winterton Community Academy apply a flexible approach to support and aim to tailor the provision to meet a student's needs on an individual basis. It may be that intervention has been used that may no longer be needed as a student progresses both academically and personally. The new provision needed will be planned by the SENCO in consultation with other staff and often with wider professions. Outcomes will be agreed with students, young people and parents.

Do: Support and Interventions are put in place by school staff as directed by the SENCO. SEND Support Plans and Education, Health and Care plan summary documents are shared with staff and SMART targets set for students.

Review: At the end of a cycle, usually each term, unless a higher level of need emerges or current provision is not adequate, in which case an earlier review is required, the social and academic progress will be reviewed. This will be carried out by the SENCO and will establish whether the SMART targets have been met.

SEND Needs:

Children and young people's special educational needs and disabilities can generally be categorised in the following four broad areas of need and support:

1. Communication and interaction

This includes young people with or without an ASD diagnosis. Students are supported in the classroom by seating them appropriately with peers they can work comfortably with. Some students do not respond well to having questions directed at them and in this case staff may wait for them to put their hand up and then praise them when they do get involved. Students may require higher levels of pastoral support, they may need to be prepared in advance for changes to routines and consulted as to how they may need to be supported in different scenarios. Where possible changes in timetable and staffing are communicated to young people so that they have chance to adjust. They may need to have regular "check ins" with a key member of staff at intervals throughout the day so they can be supported with issues. Students may need to have a re-focus card so that they can take time out to regulate their emotions and talk to an adult. They may need additional adult support when they struggle with certain activities and a consistent routine put in place. At lunchtime, there is a Sanctuary room that is supervised for students that struggle with unstructured time. Friendship groups may be set up as needed in order to support students in engaging in positive peer

relationships. The ASET team regularly visit school to work with students with a diagnosis of ASD.

2. Cognition and Learning

Cognition and learning needs includes dyslexia, dyscalculia and moderate learning difficulties. Winterton Community Academy staff regularly cater for individual learning needs using strategies such as scaffolding; this is where sentence starters are provided or a passage of text where key words can be written in to reduce the amount of text needing to be recorded. Dyslexia friendly fonts such as Arial can be used for text as well as checklists for instructions. Staff will use visual clues and link learning to everyday experiences where possible. Some students need longer to process information and a variety of methods of presenting information e.g. diagrams, charts etc. are used as part of quality first teaching. Staff will regularly read out text and repeat instructions for students. Overlearning and consolidation are used as well as exam access arrangements such as a reader, 25% extra time or a scribe. Individualised programmes are put in place for students with high levels of literacy and numeracy difficulties.

3. Social, emotional and mental health

Students with high levels of anxiety may be provided with a re-focus card in some circumstances; this allows them to regulate emotions and seek adult reassurance before returning to class. Extra pastoral support is provided on an individual basis in order to support a child's particular needs. In some circumstances, a student may work in the Junction away from their classroom in order for them to escape situations that they find a challenge. They will then be supported by an adult to re-integrate with peers. The school has taken part in a number of programmes to support SEMH such as the Human Utopia workshop which was a great success. During the PSHE programme, students are encouraged to develop an awareness of mental health through a range of activities and discussions. Students who experience high levels of anxiety during examinations, can be seated at the back of the hall and given rest breaks during the examination. Time Out Drum Therapy visit the school twice a week to work with students.

4. Sensory and / or physical needs

Students in school with a hearing impairment regularly meet with the Hearing Support Service who advise the SENCO on how they are to be supported in school. The SENCO then provides school staff with the information about how to meet the needs of the individual. This usually involves measures such as seating the student in a particular place, avoiding background noise, repeated answers given by other students and ensuring that the teacher faces the student when speaking. The Visual Support Service advise the school in the same way; they may suggest that information is presented using a larger font or that the student needs enlarged materials and equipment such as protractors. The Physical Disability Team advise school about conditions such as Chronic Fatigue Syndrome; in some cases, a student may need to have a modified timetable or different furniture in a particular classroom. Sometimes students have sensory needs such as an intolerance to a certain noise, fabric

or have difficulty regulating temperature; these individual circumstances can be catered for using reasonable adjustments.

As of September 2020, we have 85 students on the SEND register. We have 15 students with an Education, Health and Care Plan (an increase from 8 students in 2019-2020 and 70 students on SEND support. We also have 5 looked after (LAC) children. The increase in Education Health and Care Plans is mainly due to successful assessments following referrals by the SENCO.

The greatest areas of primary need are:
 Moderate Learning Difficulty
 Social Emotional and Mental Health
 Specific Learning Difficulty

This table shows how the current SEN cohort compares to national data and local authority data.

Winterton Community Academy Comparison to National and Local Data July 2019

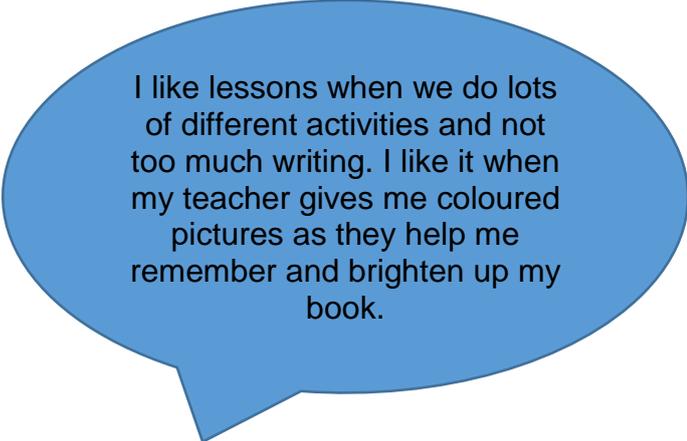
Primary Area of Need	England %	North Lincolnshire %	WCA %
Specific Learning Difficulty	20.6	21.6	12.9
Moderate Learning Difficulty	22.0	31.9	34
Severe Learning Difficulty	0.5	0.1	0
Profound & Multiple Learning Difficulty	0.1	0	0
Social, Emotional & Mental Health	19.6	20.8	28
Speech, Language & Communication Needs	11.5	6.4	9.4
Hearing Impairment	2.3	2.2	2.4
Visual Impairment	1.4	1.0	1.2
Multi- sensory impairment	0.2	0.1	0
Physical Disability	3.0	2.2	3.5
Autistic Spectrum Disorder	10.3	6.6	8.2
Other Difficulty/Disability	5.9	5.2	0
SEN Support but no assessment of needs	2.6	1.8	0

Consulting children, young people and their parents

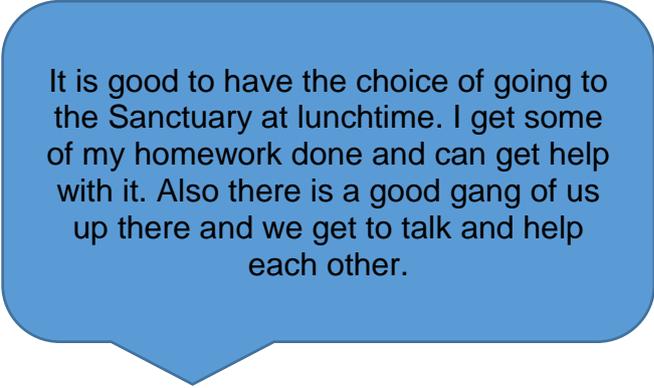
Involving parents and learners in the dialogue is central to our approach and we do this regularly at review meetings. In addition to this, the SENCO sends out an annual Parent Voice survey in the summer term. Student Voice activities take place each term and are carried out by the SENCO / SEND governor / SLT SEND lead.

Here are some of the recent views collected.

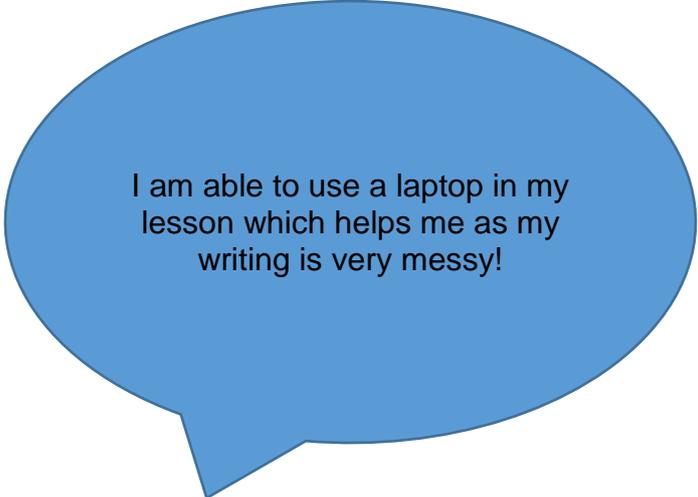
Student Views



I like lessons when we do lots of different activities and not too much writing. I like it when my teacher gives me coloured pictures as they help me remember and brighten up my book.



It is good to have the choice of going to the Sanctuary at lunchtime. I get some of my homework done and can get help with it. Also there is a good gang of us up there and we get to talk and help each other.



I am able to use a laptop in my lesson which helps me as my writing is very messy!

My Maths has really got better because I have been going out to the Maths IGLU in small group. I don't feel scared about getting it wrong.

I was really pleased to get back into school where my teachers help me. I did not like it when we were at home; it was difficult to keep motivated and nobody made you do your work so if you just gave up no-one could do anything but I know this was not good. I am learning much better with help in school.

Parent Views

Following lockdown, my son did not want to return to school. The SENCO invited him for a visit at the end of term to see the new one-way system and get used to how it would be in September. He was still worried so he had another visit on the training day in September. This really helped.

My daughter was really reluctant to join zoom lessons and was not getting on well with her work. The school put on some one-to-one zooms which really helped.

SEND Department Review and Development

There was an Ofsted Inspection in February 2020 with the school coming out with a "Good" grading overall. The Inspection report notes that; "Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) also achieve well. This is because staff really care and give them extra help when they need it."

We are committed to developing the ongoing expertise of our staff. During the academic year 2019 - 2020, the SENCO has been studying for the NPQML award. Miss Forman's project work is about supporting mental well-being in school in response to quite a high number of SEMH students on the SEND register. During lockdown the SENCO completed online training courses; Understanding Trauma and the Impact on Young People and Supporting Unmet Attachment needs. The Learning Support Manager completed some Dyslexia online training. The SENCO was able to continue to meet with the LA lead teacher for SEND; Gemma Sargeant who is linked to the school as well as other outside professionals via remote means.

During lockdown, regular weekly contact was made with the most vulnerable students. In some cases, bespoke learning materials were provided for home learning.

A grant has been secured to extend and expand the Nurture Group Hub provision. This will mean an ambitious and exciting development to house extra break out rooms, sensory areas, kitchen space, fitness area, outside nature area. It is hoped that building work for this will be able to start soon and this will enable more students to benefit from a really inclusive environment.

Exam Access Arrangement testing now takes place in the summer term of year 9 so that the arrangements are in place ready for the start of year 10. However, due to the COVID closures, this had to be put back until September.

Prior to the summer holidays, the SENCO was able to welcome year 6 students for face to face transition visits. Also the most vulnerable SEND students were invited to make a visit to school to familiarise themselves with the building and to see the new one-way system and other COVID measures that have been adopted. This offer was undertaken by a number of students and they also had the option to visit again in September before the start of the new term.

The SENCO and SLT SEND lead meet approximately once per half term for line management meetings and the SENCO and Inclusion officer meet once per week to discuss student support. The SENCO also meets with the Exams Officer once per fortnight.

Both Applied Psychologies and the local authority Educational Psychology team worked with staff and students throughout the year.

The SENCO and SEND governor meet once per term plus carry out learning walks, work scrutiny and student voice activities.

The PASS surveys have been introduced in order to gauge the well-being of students and their perception of themselves as learners. This data can then be monitored so that specific interventions can be carried out as needed.

Throughout the year the Time Out Drum Therapy team have been working with students with great success. These sessions are an opportunity to make music and also to take some time out to talk about issues and look for solutions.

Complaints Procedure

Anyone wishing to make a complaint about the SEND provision at Winterton Community Academy should direct their concerns in the first instance to the SENCO Miss Emma Forman forman.e@wintertoncommunityacademy.co.uk or to the Senior Leader with responsibility for SEND Mrs Louise Daveran Daveran.l@wintertoncommunityacademy.co.uk

We will endeavour to respond and deal with any concerns as swiftly as possible. We also welcome feedback both positive and negative regarding your experiences at the Academy.

Date of this report: September 2020

To be reviewed: September 2021