



Winterton Community Academy SEND Information Report

2021 – 2022 Updated March 2022

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

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

SEND Governor: Mrs Libby Barron

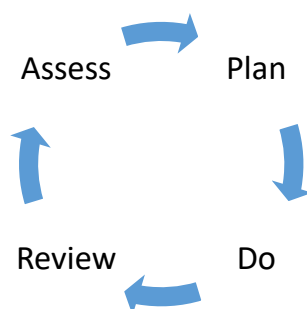
Senior Leader with responsibility for SEND: Mrs Louise Daveran

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 March 2022, we have 99 students on the SEND register. We have 13 students with an Education, Health and Care Plan. We also have 4 looked after (LAC) children.

The greatest areas of primary need are:

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 Data in comparison with Local and National Data 2021

Category	WCA March 2022 %	National Jan 2021 %	North Lincs LA Jan 2021 %
Visual Impairment	3.0	1.3	1.2
SLCN	11.1	12.0	6.6
SpLD	19.1	19.4	21.6
SEMH	26.3	21.5	25.1
Severe Learning Disability	0	0.4	0.2
SEN support but no assessment	0	2.8	2.8
Moderate Learning Difficulties	18.2	20.0	22.8
ASD diagnosis	15.2	11.6	9.1
Hearing Impairment	2.0	2.2	2.2
Physical Disability	5.1	2.9	2.8
Other difficulty Disability	0	5.5	5.3
Multisensory Impairment	0	0.3	0
Profound & Multiple Learning Difficulties	0	0.1	0

Breakdown by Year Group

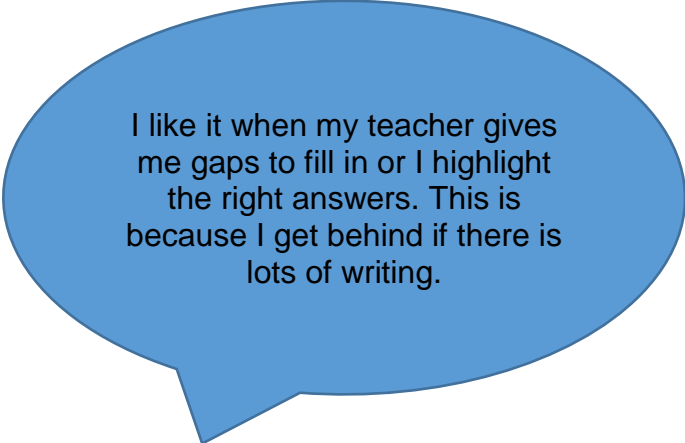
SEN category	Year 7	Year 8	Year 9	Year 10	Year 11
K	13	25	15	16	17
E	2	1	3	6	1
Total	15	26	18	22	18

Consulting children, young people and their parents

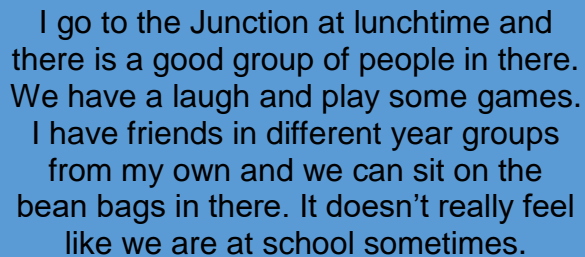
Involving parents and learners in the dialogue is central to our approach and we do this regularly at review meetings. In addition to this, the SENCO sends out an annual Parent Voice survey in the summer term. Student Voice activities take place each term and are carried out by the SENCO / SEND governor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

Here are some of the recent views collected.

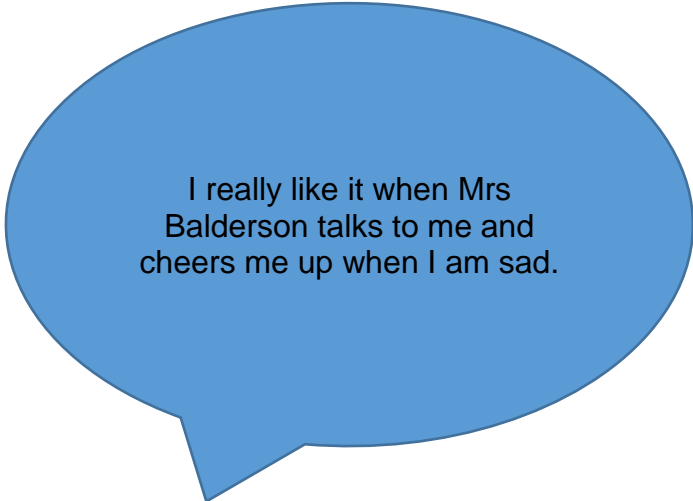
Student Views



I like it when my teacher gives me gaps to fill in or I highlight the right answers. This is because I get behind if there is lots of writing.



I go to the Junction at lunchtime and there is a good group of people in there. We have a laugh and play some games. I have friends in different year groups from my own and we can sit on the bean bags in there. It doesn't really feel like we are at school sometimes.



I really like it when Mrs Balderson talks to me and cheers me up when I am sad.

My favourite lesson is Science because we do practical things. I used to find French hard but I am enjoying it because Mrs Jones makes it really fun and it doesn't matter if words are not spelt right.

I think everyone at our school is really friendly and if you ask for help you know you will get it. I have been doing much better since Mrs Hutchinson has been helping me in class.

Parent Views

My daughter was struggling to get into school and was feeling anxious. This has really improved since she has been going into the junction and she really likes the staff; they have made such a difference to her.

Whenever I ring up or email, staff are really good at getting back to me and things are always sorted out quickly if there is a problem.

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."

Following on from this inspection, the SENCO has continued to develop the SEN support plans after discussions with the lead inspector.

In order to identify SEN needs in a timely manner, for the first time this September, all year 7 pupils completed a dyslexia screener during the first few weeks of term. This will now happen on an annual basis. The school also has a dyscalculia screener that can be used to diagnose possible numeracy difficulties.

The PASS surveys have continued to be used 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.

In response to the emerging needs of our students as we continue to live through the COVID-19 pandemic, there has been a staff restructuring which now means that each year group has a Learning Mentor assigned to it. These Learning Mentors are in lessons with students throughout the day in order to support learning and well-being. They also lead specific interventions with students during tutorial time. Year 10 students have been able to resume the peer mentor reading programme with younger students also during tutorial time. Mrs Balderson, the Inclusion Mentor is based in the Junction and continues to support students from this base.

A grant was secured to build an extension and join the Hub with the Junction provision. It was hoped that this would be in place for September, however, this work has been delayed with a new date for commencement of January 2022. When this is completed, there will be sensory spaces, an outside garden area, break out rooms and areas to relax. This will aid students to self-regulate and staff to better support individual needs, adding to the inclusivity of the Academy; this facility will benefit many students in the future.

The school has bought in some additional Educational Psychology time with Applied Psychologies, following greater demand for support and assessment / advice during the pandemic. In the spring term, there is going to be a series of sessions run by the Educational Psychologist for a group of KS4 students who are struggling with exam anxiety. The aim will be to promote emotional well-being and resilience.

Ongoing professional development (CPD) continues in order to further develop the expertise of our staff. During the academic year 2020 - 2021, the SENCO has completed the NPQML award. Miss Forman's project work was about supporting mental well-being in school in response to quite a high number of SEMH students on the SEND register. 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 throughout the year.

Whole school training for all teaching staff took place led by Nicola Stephenson from the Autism Education Team (ASET) to develop awareness of neurodiversity and how to cater for this in the classroom. Prior to the start of term in September 2021, all school staff completed Epi-pen and Allergy Awareness Training led by the School Nursing Team.

The SENCO and SLT SEND lead now meet once per week 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.

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

Throughout the year the Time Out Drum Therapy team have continued to work 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. Peter Oak is a trained counsellor.

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 2021 (Updated March 2022)

To be reviewed: September 2022