



Winterton Community Academy SEND Information Report

2022 – 2023

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

Contact: 01724 732777 forman.e@winteronca.com

SEND Governor: Mrs Ros Taylor

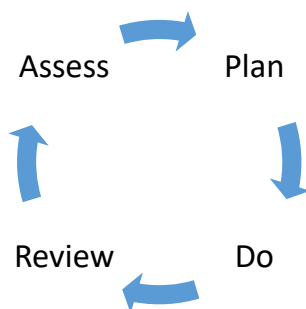
Senior Leader with responsibility for SEND: Mrs Louise Daveran

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 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 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 every Thursday to work with students usually for a course of 6-7 sessions. The school accesses WMIM (With Me In Mind) and Steph King works with students in school every Wednesday. WMIM is also the platform from which students can access support from CAMHS and can be signposted to other professionals and organisations who can do further work with the student. In addition to this, Mrs Sharron Sibson and Mrs Dawn Bishop are qualified ELSAs (Emotional Literacy Support Assistants) and work with students on a weekly basis for 6-7 sessions after which a review will take place.

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 November 2022, the academy has 93 students on the SEND register. There are 12 students with an Education, Health and Care Plan (E) and 81 students at SEN support (K). We also have 5 looked after (LAC) children.

The greatest areas of primary need are:
 Social Emotional and Mental Health
 Autism Spectrum Disorder

SEN Register (November 2022)

Breakdown by year group	Year	K	E	Total
	7	11	2	13
	8	14	2	16
	9	24	1	25
	10	14	2	16
	11	18	5	23

Breakdown by primary need	Total	% of SEN Cohort
Specific Learning Difficulty (SpLD)	17	18
Social, Emotional, Mental Health needs (SEMH)	22	24
Speech, Language and Communication Needs (SLCN)	10	11
Autism Spectrum Disorder (ASD)	20	22
Moderate Learning Difficulties (MLD)	15	16
Physical Disability (PD)	5	5
Hearing Impairment (HI)	2	2
Visual Impairment (VI)	2	2

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. Student Voice activities take place each term and are carried out by the SENCO / SEND governor / SLT SEND lead.

SEND Department Review and Development

The most recent Ofsted Inspection took place 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. These plans have been further developed in consultation with Gemma Sargent, the lead teacher for SEND from the local authority, who meets with the SENCO at least once per term to provide advice and support. The SEN support plans are key documents identifying how staff can best meet the needs of students. They also provide a bank of evidence of the assess, plan, do, review cycles and now contain behaviour data and attendance data alongside provision, reasonable adjustments and key information about the student. The SENCO has also developed a spreadsheet with non-negotiable adjustments as a checkpoint for staff and this is kept within the staff shared area on the network. These documents are constantly being updated alongside the SEN register.

In order to identify SEN needs in a timely manner, all year 7 pupils are screened for dyslexia during the autumn term. The school also has a dyscalculia screener that can be used to highlight 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 mental health needs of Winterton Community Academy students as we continue to live with the consequences of the COVID-19 pandemic, the war in Ukraine and the current cost of living crisis, the mental health support in

school has increased. The academy now has access to WMIM (With Me in Mind); Steph King works with students in school every Wednesday, and this can also be a route to accessing further mental health support from CAMHS. Time Out Drum Therapy takes place on a Thursday with Peter Oak, a trained counsellor, who uses music as a starting point to develop a dialogue with students, and once trust has been gained he is able to work through problems and possible solutions or coping strategies. Mrs Sharron Sibson and Mrs Dawn Bishop from the learning mentor team are qualified ELSAs (Emotional Literacy Support Assistants) and work with students on a weekly basis alongside their work as learning mentors. The ELSAs are trained to plan and deliver sessions to students usually on an individual basis who are experiencing short or longer term additional emotional needs. Mrs Balderson, the Inclusion Mentor is based in the Junction and continues to support students from this base. Mrs Karen Walton also supports student well-being in her role as inclusion mentor and the school welcomed Miss Hannah Rhymer- Newbould as attendance officer in September 2022. Hannah is working alongside the pastoral team to support students to increase their attendance in school and consequently improve their life chances.

In the summer term of 2022, the academy was delighted to open the new student support centre facility which joins onto the junction as an inclusion base. This facility will continue to be developed during the year; there is a sensory room, a kitchen, an outside garden area, break out rooms for well-being and learning interventions 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 continue to evolve and will benefit many students in the future, in particular the rising number of students with a diagnosis of Autism Spectrum Disorder (ASD).

The students who were previously taught as part of the nurture group are now spending the majority of their time accessing mainstream lessons supported by Mrs Sharron Sibson.

The school has continued to access Educational Psychology support from Applied Psychologies and this facility is invaluable in the assessment of student needs and as a means of gaining expert advice as to how to best meet the needs of students and to signpost school staff to further avenues of support.

Ongoing professional development (CPD) continues in order to further develop the expertise of our staff. Whole school training for all teaching staff has taken 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. All school staff have completed Epi-pen and Allergy Awareness Training led by the School Nursing Team. There have also been two sessions of Epilepsy training attended by both teaching staff and support staff, led by an Epilepsy nurse.

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 at least once per fortnight.

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

For the first time this year, the SENCO is completing intervention sessions with students during tutorial time. This includes Personal Development (Life Skills), Science Intervention and well-being meetings with students.

The SENCO is working alongside other members of staff within the academy to increase the use of provision mapping and data in order to identify needs, and track the progress and effectiveness of intervention programmes. The SENCO meets with Mr Kevin Gallacher (Raising Standards Lead) at least once per term to plan for future intervention sessions and raise the academic achievement of students with SEND.

Currently, there is a team of 7 learning mentors who are each attached to a particular year group in school. Mrs Bev Thompson and Miss Claire Cummings work with year 7, Mrs Julie Davey works with year 8, Miss Lisa Windle works with year 9, Mrs Dawn Bishop works with year 10, Mrs Sharron Sibson and Mrs Rachel Tomlinson work with year 11.

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@wintertonca.com or to the Senior Leader with responsibility for SEND Mrs Louise Daveran daveran.l@wintertonca.com

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: November 2022

To be reviewed: September 2023