



## Winterton Community Academy SEND Information Report

2025 – 2026

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

**Contact:** 01724 732777 [forman.e@winteronca.com](mailto:forman.e@winteronca.com)

**SEND Governor:** Mrs Emma Moss

**Senior Leader with responsibility for SEND:** Mrs Louise Daveran

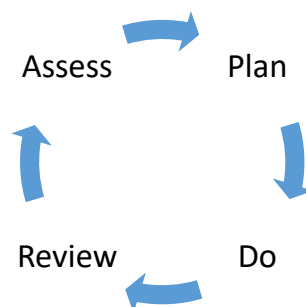
Local Offer Contribution: <http://www.northlincslocaloffer.com/>

### Whole School Approach:

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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, adaptive strategies 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, 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 Lucy Ramsay works with students in school every Monday. 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. The school also refers students into YICU Youth Counselling when appropriate.

## **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 2025, the academy has 128 students on the SEND register. This is 25% of students on roll at the school. There are 22 students with an Education, Health and Care Plan (E) and 106 students at SEN support (K). There are also 7 looked after (LAC) children.

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

The WCA data follows the national and local trend which is an increase in students with an identified SEND need; there has been a continued rise in the number of SEND students since 2016.

**WCA SEN Register Overview as of September 2025**



**SEN support (K) - 106**

**EHCP (E ) - 22**

**SEN Register total - 25 % of school roll**

**Looked After Children (LAC) - 7**

Total number on roll - 492

**Breakdown by year group**

Year	K	E	Total
7	21	1	22
8	20	3	23
9	24	7	31
10	21	7	28
11	16	4	20

Total number on SEND register 128

**Breakdown by primary need**

Specific Learning Difficulty (SpLD)  
 Social, Emotional, Mental Health needs (SEMH)  
 Speech, Language and Communication Needs (SLCN)  
 Autism Spectrum Disorder (ASD)  
 Moderate Learning Difficulties (MLD)  
 Physical Disability (PD)  
 Hearing Impairment (HI)  
 Visual Impairment (VI)

Total	% of SEN Cohort
19	16
40	34
22	16
24	20
12	10
6	4
1	1
0	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. Student Voice activities take place regularly 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 January 2025 with the school coming out with a “Good” grading overall.

- SEND was rated highly in the OFSTED inspection.

“The school carefully identifies pupils’ individual needs and supports pupils with special educational needs and/or disabilities (SEND) well. Staff understand pupils’ needs and provide the extra help necessary for them to access the curriculum. Some pupils receive extra help in ‘The Junction’ and ‘The Hub’, where specialist teachers adjust the curriculum to support pupils’ development.”

Just prior to this inspection, the annual SEND review was carried out by the local authority.

One of the observations made by OFSTED was that given the number of students on the SEND register, the number of EHCPs in place was relatively low. In September 2024, the number of EHCPs at WCA was 13 and this has increased to 22 in September 2025. This figure will rise as the academic year progresses.

Monitoring and QA has taken place throughout the year, both by the SENCO and joint learning walks by the SENCO alongside subject leads, Louise Daveran, Gemma Sargent from the local authority and the SEND governor Emma Moss. This is set to continue and an EHCP audit has been arranged with Jamie Rowbottam from the local authority, this will take place in October and the annual SEND review will take place in March.

- **Training attended by the SENCO**
  - SEND Quality First Teaching – led to the development of SEND in departments documents which was well received by OFSTED when they visited the Maths department.
  - Termly SENCO network meetings attended.
  - Neurodiversity Champions
  - Designated Teacher virtual school network meetings attended (Doncaster City Council)
  - Virtual School Conference (North Lincs Local Authority)
  - Visit to Caistor Yarborough School with RFE to observe Literacy strategy
  - Lexonik LEAP intervention for literacy training
  - Reforming our local SEND Approach training
  - SEND professionals conference North Lincs
  - JCQ Exam access testing updates
  - EHCP quality assurance training
  - EHCP Audit with Jamie Rowbotham

Following on from this inspection, the SENCO has continued to develop the efficiency of the Assess, Plan, Do, Review cycles and the involvement of all class teachers and wider staff working with students in the setting and reviewing of targets.

There has been a whole school push for improvements to literacy skills with reading plus being introduced for all students. The SENCO has undertaken training on Lexonik LEAP and now delivers this programme to the weakest readers in order to develop basic reading skills.

Mrs Rachael Tomlinson has trained to deliver the AQA skills course and this is being undertaken as an option by a small number of students in KS4. The course is modular and there is opportunity for students to choose modules that are of particular interest to them.

The SENCO and SLT SEND lead now meet once per week for line management meetings and the SENCO. The SENCO also meets with the Exams Officer Mrs Amanda Walker 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.

### **Education, Health & Care Plans**

We are often asked by parents if their child can have an Education, Health and Care plan (EHCP). An Education, Health and Care plan is issued when a child is at SEN support, however, they need a higher degree of support than this is providing. An Education, Health and Care plan normally comes with additional funding (Element 3 funding) that the school receives in order to provide for a higher level of need. The Education, Health and Care plan is a legal document put together by the SEND team at North Lincolnshire Council, it normally stays with the young person until age 25 years. This means that the support continues into transition to post-16 provision, post-16 provision and early adulthood.

Education, Health and Care plans can be requested by either the SENCO or the child's parents where it is felt that the child needs more support than is currently provided at SEN support level. The request is made via the North Lincs EHCP hub which is an online platform. There needs to be evidence of the support that has been in place over time and that which is currently in place. The evidence needs to show that the support currently in place is not sufficient to meet the needs of the child. Parents and wider professionals involved with the child will be invited to submit evidence and views via the online EHCP hub. Once this has happened, the request goes to a panel of professionals who decide whether an assessment should be carried out. If an assessment is successful, an EHCP will be awarded. The process from submission to completion of the final plan takes 20 weeks. Once the EHCP is finalized, it is used by school and wider professionals to support the child or young person and is subject to an annual review.

## **Assessments for ADHD and Autism Spectrum Disorder (Neurodiversity)**

The SENCO is frequently asked by parents to facilitate an ADHD / Autism Spectrum Disorder assessment. Unlike a screening for dyslexia / dyscalculia, this kind of assessment cannot be done in school.

When a child is presenting with traits that may suggest they are neurodivergent, an ASET (Autism Education Team) checklist will be completed by both parents and staff in school. This enables the main difficulties that the child is experiencing to be identified. In addition, school staff will often complete a sensory profile for the child. These two toolkits can then be used to put together a plan of support and strategies for the child. Once this has happened, at least two cycles of plan, assess, do, review will need to be evidenced to see how the support and strategies are impacting on the challenges the child was presenting with. If it is appropriate, a TREE referral will be made in order to get the child onto a diagnosis pathway. This referral then goes to a panel of professionals who may ask for further information prior to deciding whether the young person should be placed on the waiting list for an assessment. The waiting time in North Lincolnshire for this is approximately 19-20 months long.

Many parents find this process frustrating and time consuming. However, here at Winterton Community Academy, we endeavour to support students with the challenges they are presenting with whether they have a diagnosis or not. The SENCO meets regularly with members of the Autism Education Team (ASET) for consultations about individual students and the advice given is then followed in school.

This year for the first time, alongside the Applied Psychologies support, the school has bought in some time with Nicola Stephenson who works with students to Celebrate Neurodiversity.

## **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](mailto:forman.e@wintertonca.com) or to the Senior Leader with responsibility for SEND Mrs Louise Daveran [daveran.l@wintertonca.com](mailto: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: September 2025

To be reviewed: September 2026