



Winterton Community Academy SEN Information Report

2019-2020

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.

SEN 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 SEN 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 SEN support with a high level of need will have termly reviews with the SENCO. Other SEN support students will have reviews with their tutors, this information will then be passed onto the SENCO so that support can be reviewed and co-ordinated.

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. SEN 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 either the SENCO or tutor and will establish whether the SMART targets have been met.

SEN 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. 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. We have a life skills group where a number of pupils are being supported with for example tying shoe laces, using an analogue clock, paying in a shop, counting money.

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 November 2019, we have 86 students on the SEN register, this is 19.9% of the students on roll at Winterton Community Academy. We have 8 students with an Education, Health and Care Plan and 78 students on SEN support. We also have 4 looked after (LAC) children.

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.

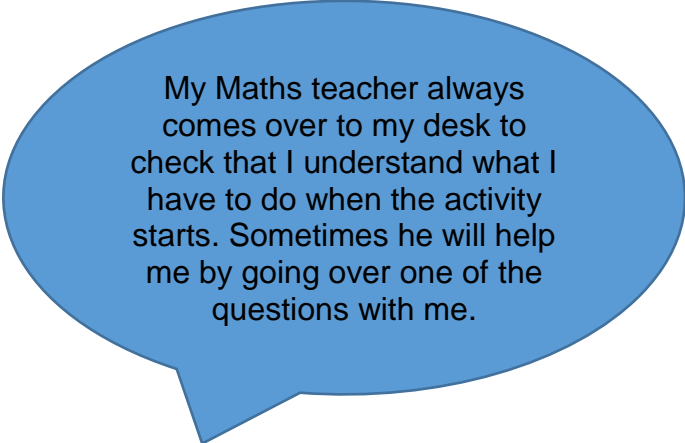
Winterton Community Academy Comparison to National and Local Data July 2019

Primary Area of Need	England %	North Lincolnshire %	WCA %
Specific Learning Difficulty	20.6	21.6	11.6
Moderate Learning Difficulty	22.0	31.9	33
Severe Learning Difficulty	0.5	0.1	0
Profound & Multiple Learning Difficulty	0.1	0	0
Social, Emotional & Mental Health	19.6	20.8	33
Speech, Language & Communication Needs	11.5	6.4	7.0
Hearing Impairment	2.3	2.2	5.8
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	5.8
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

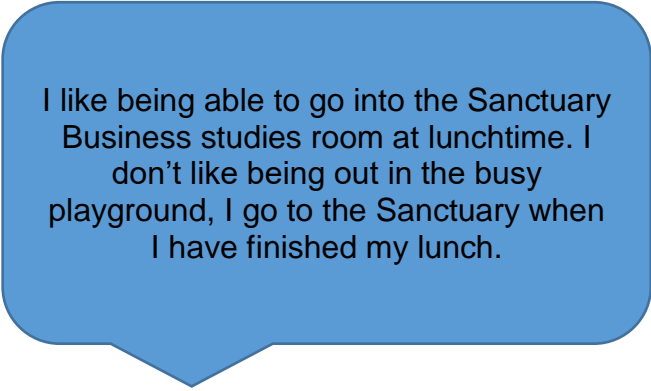
Involving parents and learners in the dialogue is central to our approach and we do this regularly at review meetings. In addition to this, the SENCO sends out an annual Parent Voice survey in the summer term. Student Voice activities take place each term and are carried out by the SENCO / SEND governor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

Here are some of the recent views collected.



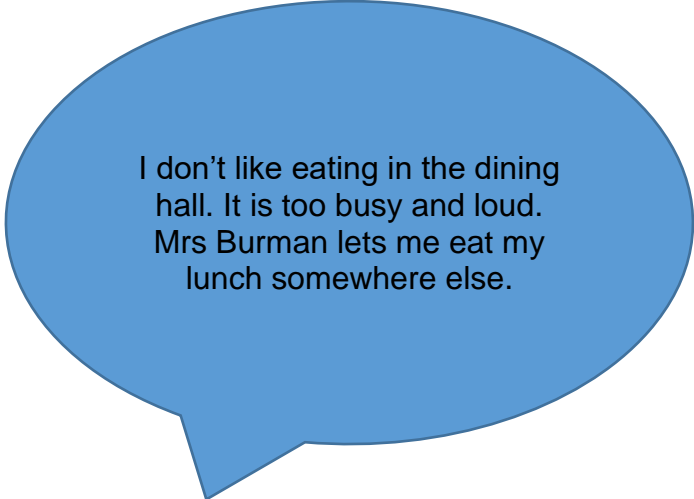
My Maths teacher always comes over to my desk to check that I understand what I have to do when the activity starts. Sometimes he will help me by going over one of the questions with me.

Year 10 student



I like being able to go into the Sanctuary Business studies room at lunchtime. I don't like being out in the busy playground, I go to the Sanctuary when I have finished my lunch.

Year 8 pupil



I don't like eating in the dining hall. It is too busy and loud. Mrs Burman lets me eat my lunch somewhere else.

Year 11 Student

I think it is good that I have a re-focus card. Sometimes I get wound up and need to leave the lesson. I can take time out and then go back.

Year 10 Student

I was really worried about my year 7 son moving up to the academy. However, the SENCO arranged several visits throughout year 6 before the main transition week. There were tours round the school, a chance to meet the tutor and also some other students from the tutor group. My son was worried the first day in September but soon became much more confident.

Parent of a year 7 boy.

Whenever there is a problem with my daughter, the school always responds quickly. They are not always able to sort out the issues immediately but I always feel that the staff at Winterton care and we are always listened to. The SENCO always gets in touch quickly when I email or phone the school. She always tries hard to get the right support in place. My daughter has good and bad days but on the whole she enjoys school.

Parent of year 8 girl.

I really enjoy the Drum Therapy that I go to. It really helps me to get things off my chest and I always feel better about myself when I go back to class.

Year 9 student.

SEN Department Review and Development

We are committed to developing the ongoing expertise of our staff. During the academic year 2018-2019, the SENCO attended a series of Autism training sessions that were delivered by the ASET team. This was in response to the growing numbers of students with communication and interaction needs, both those with and without a diagnosis at WCA. The SENCO was able to follow the advice from ASET in order to support both existing students and the transition of year 6 pupils into the school.

There was a full SEN review carried out in March 2019. A SEN development plan was then put together so that the recommendations could be put into place both in the short and medium term. During the summer term, the SENCO provided an SEN Support plan for all students on the SEN register at SEN support and a summary document for EHCP students so that teaching staff have all the information needed to support SEN students through quality first teaching.

In April 2019, the Nurture Group was set up with 4/5 pupils based in the HUB. These pupils, who were struggling in mainstream school and in danger of permanent exclusion, are now taught in a small environment with a bespoke learning package set up by the learning support manager. As well as academic work, they have the opportunity for sensory breaks and to learn some of the life skills they need to develop into young adults. There are 2 staff within the HUB at all times and the aim is that once these pupils are ready, they will be re-integrated back into mainstream classrooms.

The SENCO made applications for 3 students to be assessed for an Education, Health and Care Plan (EHCP). All 3 applications were successful and these students now have their EHCP which will stay with them throughout their secondary schooling and into post – 16 education.

In May 2019, there was a whole school staff SEND training session delivered by the SLT SEND lead, the SENCO and the Learning Support Manager. This including training on meeting individual student needs, Autism awareness, Dyslexia friendly strategies and carrying out SEN reviews as part of the vertical tutoring model that was launched in September 2019.

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.

During the summer term, the visual support team carried out an audit of the school and school grounds in order to assist staff to make the school site more inclusive for visually impaired students.

The SENCO and SLT SEND lead meet approximately once per fortnight for line management meetings and the SENCO and Inclusion officer meet once per week to discuss student support.

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

The SENCO attends the local authority SENCO network meetings and is supported by Gemma Sargent, Education Inclusion (SEND Teacher) who visits each term. The SENCO attended the SEND Conference at the Baths Hall in Scunthorpe in June.

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 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.

August 2019 – Exam Results

There were 2 EHCP students and 12 SEN support students in the year group. 100% of the EHCP students gained a positive progress 8 score. 58.3% of the SEN support students had a positive progress 8 score, this compares to 56.7% for non- SEN students. 50% of the SEN cohort gained 9-4 in English and Maths, the figure was 79.3% for non- SEN students. 50% of the EHCP students gained 9-5 in English and

Maths, 41.7% of the SEN support students gained 9-5 in English and Maths compared to 55.4% of non- SEN students.

Academic Year 2019 – 2020

In September we welcomed the new Year 7 SEN cohort, comprising of 3 EHCP pupils and 12 pupils at SEN support.

During September 2019, the SENCO attended at course entitled SEND & The New Ofsted Framework and also the North Lincolnshire Child In Care Conference. In October, the SENCO attended the SENDAP panel at North Lincolnshire Council as an observer. The SENCO is studying for the NPQML Inspiring Leaders course through Nottingham Trent Univeristy.

Moving forward this year, the aim is that all SEN students will have a termly review and have SMART targets that will be printed and placed in journals. The SEN support plans will also be extended to include some student voice and post 16 goals for each student.

Termly visits from the SEND governor are once again planned alongside learning walks, pupil voice and parent voice surveys.

Applied Psychologies and the local authority Educational Psychology team will once again be working with students.

ASET, hearing support, visual support, physical disability team and carers support service will regularly work with students.

The SENCO, SEND team, Inclusion Officer and Attendance Officer have already begun working alongside year 6 pupils and their families in order to facilitate the smooth transition to Winterton Community Academy for these young people in September 2020.

The SENCO will be running regular SEN training and development sessions for the Teach First and NQT teachers who have joined the school.

Peter Oak from Time Out Drum Therapy will be in school twice a week to run sessions with students.

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.