



SEND Report

Statutory

Created by: Mrs R Sharples

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For external viewing

Link to other policies:

- SEND Policy
- Supporting Students with Medical Needs Policy
- Local Offer



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1. Rationale

At Saint Wilfrid's Church of England Academy, we welcome everyone into our community. Saint Wilfrid's Church of England Academy endeavours to make inclusive provision available to ensure that all students, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Rebecca Sharples.

We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning intervention/opportunities to support this. We are very proud of all our students and their achievements and our aim is to give them the tools in order to become independent learners.

2. FAQ's

1. How does the Academy know if student need extra help and what should I do if I think my student may have special educational needs?

Saint Wilfrid's Church of England Academy caters for a wide range of Special Educational Needs. These include:

Communication and Interaction Needs: This may include speech and language and communication difficulties or students who have autistic spectrum disorder.

Cognition and Learning Needs: This may include students who work at a slower pace than their peers including those with a specific learning difficulty (e.g. dyslexia, dyspraxia or dyscalculia.)

Social, Emotional and Mental Health Difficulties: Students may experience a wide range of social, emotional and mental health difficulties which can manifest themselves in different ways. This may include mental health difficulties, anxiety, depression, self-harm, attention deficit disorder, attention deficit hyperactivity disorder or attachment disorders.

Physical or Sensory Needs: This includes students who have a physical, hearing or visual impairment. The Academy follows the National Curriculum however there are a number of specialist provisions available for students who need additional support to access mainstream education.

At Saint Wilfrid's Church of England Academy students are identified as having Special Education Needs through a variety of ways including the following: -

- Liaison with previous school
- Student performing below age expected levels
- Concerns raised by parent
- Concerns raised by the student
- Referral by a teacher / member of staff
- Liaison with Multi-Agencies
- Health diagnosis by medical professional

2. How will the Academy staff support my child?

- The Academy staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom.
- The SEND Department provides intervention programmes to meet a variety of needs relating to literacy and numeracy skills, emotional and social difficulties and communication and interaction difficulties.
- The provision is reviewed every year to ensure it addresses the needs of current students.

3. How will the curriculum be matched to my child's needs?

- The SEND Department aims to ensure the fullest possible access to the curriculum for students with SEND. We have a Foundation Curriculum at Key Stage 3. Students who enter below Level 3 of the National Curriculum are placed in a small teaching group for English, Maths and Humanities with full time, specialist support and specialist teaching. The curriculum is differentiated and tracked back to ensure progress in the acquisition of basic skills.
- In Key Stage 4, the Academy offers a range of pathways to ensure that students are able to achieve their maximum potential by being matched to the pathway which addresses their learning needs while presenting some challenge.

4. How does the Academy know how well my child is doing?

- The Academy measures student's progress in learning against national expectations and age related expectations. The teachers continually assess each student and note areas where they are improving and where further support is needed. As a school, we track student's progress from entry at Year 7 through to Year 13, using a variety of different methods including National Curriculum levels and Reading and Spelling ages.
- Students who are not making expected progress are identified through Data Capture and through discussions with Year Managers, Learning Area Coordinators and the SENCO. In this meeting a discussion takes place concerning why individual students are experiencing difficulty and what further support can be given to aid their progression.
- If your child has a statement or EHC Plan, then when this is reviewed comments are made against each objective to show what progress the student has made. If the student has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the student does make progress.

5. What opportunities are there for me to discuss my child's progress?

- As a parent, you will receive regular reports with regard to your child's progress. In addition to this, there are the Parents' Evenings, which provide an opportunity to meet with subject staff and discuss progress.
- We offer an open door policy where you are welcome any time to make an appointment to meet with SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- Students with an Education, Health and Care (EHC) Plan or a Statement of SEN will have an Annual Review Meeting and outside agencies may be invited to attend. We consider that the

parent's/carer's views are a vital part of the review and therefore request your attendance and support for your child.

6. What support will there be for my child's overall wellbeing?

- We are an inclusive Academy; we welcome and celebrate diversity. All staff believe that student having high self-esteem is crucial to a student's well-being. We have a caring, understanding team looking after our student.
- The Year Manager has overall responsibility for the pastoral and social care of every student in their year group, therefore, this would be the parents' first point of contact. If further support is required, the Year Manager liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

7. How does the Academy manage the administration of medicines?

- The Academy has a procedure regarding the administration and managing of medicines on the school site. Parents need to contact the Academy if medication is recommended by Health Professionals to be taken during the school day. As staff, we have regular training and updates of conditions and medication affecting individual students so that all staff are able to manage medical situations.

8. What support is there for behaviour, avoiding exclusion and increasing attendance?

- The Academy has a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students. If a student has behavioural difficulties meetings are held with the student and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions has reduced over the past year.
- After any serious behaviour incident, we expect the student to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour.
- Attendance of every student is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported upon to the Year Manager. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

9. What specialist services and expertise are available at or accessed by the Academy?

- The staff working at Saint Wilfrid's Church of England Academy are highly trained and experienced in supporting a wide range of SEND conditions.
- The Academy works closely with any external agencies that we feel are relevant to individual student's needs within our setting including: GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists, social workers and Educational Psychologists.

10. What training have the staff supporting students with SEND had?

- The SEND team has staff trained in delivering reading and spelling / phonics programmes, Inference training, moving and handling, behaviour support, speech and language programmes. All our staff take part in on-going SEND training programmes.

11. How will my student be included in activities outside this classroom including Academy trips?

- All students are included in all parts of the curriculum and we aim for all student to be included on Academy trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in the Academy.

12. How accessible is the Academy environment?

- The Academy site is wheelchair accessible with several disabled toilets that are large enough to accommodate changing. The Academy has lifts to enable those with restricted mobility to access the upper floor.
- The Parents / Carers of any student with toileting needs must visit the Academy by appointment, once allocated a place so that all toileting requirements are discussed and risk assessed prior to attendance at the Academy.

13. How will the Academy prepare and support my student person to join the Academy or the next stage of education and life?

- We encourage all new students to visit the Academy prior to starting. For students with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- For those transferring at the end of Year 6 three transition days are offered to all students.
- We run a programme specifically tailored to aid transition into Year 6 for the more vulnerable students.
- We liaise closely with staff when receiving or transferring students to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

Transition to post-16 provision:

- The Training and Learning Advisor (Careers) attends Year 9 and 11 annual reviews to give independent advice and guidance to students and their parents.
- Taster sessions and informal visits to college take place throughout KS4.
- EHCPs are shared with post-16 providers.

14. How are the resources in the Academy allocated and matched to student's special educational needs?

- We ensure that all students who have Special Educational needs are met to the best of the Academy's ability with the funds available.
- We have a team of Learning & Teaching Assistants (LSAs) who are funded from the SEND budget and deliver programmes designed to meet groups of student's needs.
- The budget is allocated on a needs basis. The students who have the most complex needs are given the most support often involving access to an LSA.

15. How is the decision made about what type and how much support my child/young person will receive?

The SENCo or the Year Manager will meet with you to discuss your child's needs and what support would be appropriate. Different students will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. We know if this has had an impact:

- By reviewing student's targets and ensuring they are being met
- The student is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Through verbal feedback from the teachers, parent and student.
- Student may move off the SEND register when they have 'caught up' or made sufficient progress.

16. What do I do if I want to make a complaint?

The complaints policy is published on the Academy website or alternatively you can request a copy from the Academy by contacting reception.

17. What other support is available to parents and how can I contact them?

Saint Wilfrid's Church of England Academy will offer help if parents or families need extra support. Other support for parents includes the Local Offer where links to a range of supportive agencies can be found.

The local offer can be found at <http://www.bwd-localoffer.org.uk/>

For further advice and guidance, please contact SENDIASS using the contact details below:

Special Educational Needs Information, Advice & Support Service (PP SENDIASS) (formerly Parent Partnership Service)

Contact Name: Philomena Strickland

Telephone: 01254 503049 / 01254 583957

E-mail: office@communitycvs.org.uk

Website: www.communitycvs.org.uk/sendiaass

