

## Wayland Academy Norfolk SEND Offer

Welcome to our SEND information report which is the WAN Local Offer. This is part of the Wayland Cluster Offer.

WAN is committed to working with the school community and this document has been produced through consultation with pupils, parents/carers, governors and members of staff. Your feedback and future involvement in the review of our SEND offer is welcomed. The best person to contact is Jeremy Ricketts SENDCo.

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### Our Approach to learning with SEND

WAN believes in participation for all and seeks total adult and student commitment to learning for life. Our culture is fully inclusive and responsive to the diversity of student background and interest.

High quality teaching is paramount and to this end teaching and learning experiences are actively monitored. Student progress is continually assessed for high level progression, and, if required appropriate intervention strategies are deployed. The learning culture is flexible enough to meet the needs of all learners. Please also refer to our Teaching and Learning policy.

### The Transition Process

Prior to September enrolment identified year 6 SEND students spend days in the Summer term at WAN and join the Foundation Learning group. This is in addition to the transition events for their year group. These students work with the SEND team and talk to current pupils with SEND.

### Identification of Students

At different stages of their school career, a student may have an educational need. The Code of Practice defines SEND as,

“A child or young person has SEND if they have learning difficulty or disability which calls for specific educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age or;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

If a student is identified as having SEND, then provision that is additional to their normal differentiated curriculum is put in place to overcome the barriers to learning. Learners fall behind for different reasons and the school is committed to ensure that all learners have access to learning opportunities. Students at risk of not learning receive intervention package, however this does not mean that all vulnerable students have SEND. Only students with learning/medical needs, requiring special educational provision will be identified as having SEND.

The SEND profile at WAN for 2018/19 is:

- 23 students have Education Health Care Plans;
- 92 students are on the Code of Practice;
- 26 SEND students have cognition and learning difficulties;
- 51 SEND students have social emotional and mental health problems;
- 6 SEND students have physical and sensory problems,
- 8 SEND students have communication and interaction problems,
- 1 SEND student awaiting assessment.

Staff log concerns about student progress using SEND referral forms. These forms are used by the SENDCo to access problems and consider assessments and interventions required. Students, parents and carers also contact the SEND team and the SENDCo considers the assessments and interventions required. A variety of tools are available to help identify barriers to learning and where appropriate outside agencies are used for specific diagnostic procedures and subsequent recommendations. The list of available agencies is available in the appendices.

Student Support Assistants (SAA) deliver interventions from the provision map as organised by the SENDCo. A list of Student Support Assistants and their specialisms is available in the appendices.

The Inclusion Team provides additional support for students with SEMH concerns. A list of the Inclusion team is available in the appendix.

Every teacher is expected to adapt the curriculum to ensure learning for all students. Learners with SEND will receive additional support and this will depend on their need. Support packages are outlined in the provision map which describes interventions and actions available across all year groups.

## **SEND Funding**

WAN receives direct funding to support the needs of learners with SEND The fund received for 2018/19 is £262,588.36

### **Assessing Students is through:**

- transition meetings with feeder schools;
- identification of medical needs involving NHS reports and care plans;
- consideration of KS2 results;
- assessing students on entry to year 7, and at the end of years 7, 8 and 9 using GL assessments;
- teacher assessment of levels and target grades;
- Educational Psychologist and other professional reports;
- on line dyslexia screening;
- monitoring behaviour and attendance.

### **Monitoring Behaviour and Attendance**

Part of the assessment of need involves monitoring behaviour and attendance data to identify patterns which might indicate barriers to learning.

In particular, data analysis considers patterns of behaviour and attendance related to:

- a particular lesson;
- a day of the week;
- a teacher;
- changes to routine (ASD students);
- issues at home.

### **Monitoring the Effectiveness of Interventions**

Monitoring progress is an integral part of teaching and leadership. Parents/carers, students and teaching staff are involved in the review of interventions for learners with SEND. The stages of intervention are:

- Assess,
- Plan,
- Do.
- Review.

At each stage of intervention there is involvement from parents/carers and the student. Before specific interventions are deployed the parents/carers, the SENDCo and the student agree on the intended impact.

Students, parents/carers, teachers and support staff are involved in the review process. Reviews are built into the interventions and meetings are held to discuss progress and the next steps. If a student has an Education Health Care Plan, then termly review conversations will take place along with a formal annual review meeting.

The SENDCo monitors the impact of interventions to ensure that effective interventions are used. Progress data for all students is collated by the whole school and is monitored by teachers, senior leaders and governors. WAN is monitored by OFSTED.

### **All students with SEND have Personal Learning Pathways**

PLPs are available to staff through SIMS and Class Charts and are used when planning lessons. The students refer to their PLPs about personal learning strategies. PLPs are updated annually with input from students, parents/cares, teachers teaching assistants and outside agencies.

PLP's inform about:

- exam dispensations,
- SEND information,
- difficulties,
- personal help strategies,
- teaching strategies.

### **Additional Opportunities for Learning**

All learners have the same opportunities to access extra curriculum activities.

All staff at WAN have awareness of the Equality Act 2010 which places duties on schools, settings and providers. Specifically, the duties of non-discrimination, harassment, or victimisation towards a student or adult are fully understood in relation to a protected characteristic, as defined by the Equality Act, and consequently make reasonable adjustments.

The equalities Act 2010 defines disability as,

**“A person has a disability for the purpose of this act if (s) has a physical or mental impairment which has sustained and long-term effect on his ability to carry out normal day to day activities.”**

This definition of disability in the Equalities Act includes children with long term health conditions. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Children and young people may therefore be covered by both SEN and disability. Hence the term SEND is used to cover both categories.

## The four categories of SEND

There are four categories to SEND and in no particular order, these are SEMH, C & L, M&S and C&I

- **Social Emotional and Mental Health**

Students on the Code of Practice may have SEMH needs.

Identifying problems is through a range of assessments bespoke to individual needs.

Currently the school uses:

- Boxall profile (new staff being trained);
- strengths and difficulty Questionnaires;
- a brief behavioural screening questionnaire;
- writing tasks (tell me about you and your family).

The SENDCo provides training about social and behavioural difficulties and classroom strategies to diffuse, resolve and refocus.

Referrals are made to:

- the Educational Psychologist service (typically for processing speed, auditory memory problems and working memory issues);
- GPs/medical consultants/paediatricians;
- Point 1.

Agreeing plans

A range of methods are used to determine what support, adjustments and interventions are to be used to meet pupil SEMH needs.

These include:

- regular student support planning meetings (involving class or subject teachers and support staff);
- consulting the SENCO;
- asking pupils and students and/or their parents/carers;
- using documentation outlining the SEND provision available for different types of condition.

Some students use on site Alternative Provision Learning (APL) for vulnerable students

Students are not withdrawn from subjects they enjoy and could experience success at Time away from peers is kept minimal to avoid singleton status and there is minimal stigma attached to pupils being taught away from the whole class. In most situations pupils are not withdrawn from core subjects.

Students need APL for reasons and this typically involves the following:

- reducing levels of noise in the classroom (ADD, ADHD, hearing impairment);
- support groups.

Support groups are offered on a bespoke basis and to help students with emotional difficulties and these are for:

- problems developing interpersonal skills (social skills workshop);
- low emotional intelligence (social skills workshop);
- poor emotional regulation (social skills workshop);
- inability to form and maintain good relationships, empathy, self-esteem and confidence (new staff being trained);
- a poor attitude towards learning (new staff being trained on reflective practice, focussing on positives and identifying areas for development);
- peer tutoring involving students working in groups or in pairs being taught strategies for supporting each other (PALS);
- bullying and anxiety issues (social skills workshop).

Lunch and Break times

- Students with social, emotional and mental health problems have use of the alternative provision room at lunch and break times. This is a supervised room with games and computers available. Students can eat their snacks and lunch in this room.

## **Cognition and learning**

Some students on the Code of Practice have Cognition and Learning needs.

A range of supports, adjustments and interventions are used to meet pupil cognition and learning needs.

Foundation Learning

Foundation Learning programmes are available for students in all year groups.

Foundation Learning provides nurture group experiences for students with weak cognitive profiles. These pupils can access Foundation Learning on a bespoke basis to support literacy and/or numeracy needs.

## Support Groups

Support groups are available through personalised learning programmes to support students with specific learning needs. These pupils generally have strong cognitive profiles, but receive additional small group interventions for specified problems. Typical interventions are for:

- dyslexia,
- dyscalculia,
- slow processing speed,
- poor sequential memory.

## Lunch and Break times

Students with cognition and learning problems have use of their own quiet area at lunch and break times. This is a supervised room with games and computers available. Students can eat their snacks and lunch in this room.

## In class Student Support Assistance

In many instances students require additional in class support. This is provided through SSA allocation to teaching groups. Where possible SSAs work with a specific year group throughout the week to maximum continuity.

## Assistive Technology

Pupils with dysgraphia are encouraged to use laptops for learning experiences where writing is of a premium. Some dyslexic pupils use word processing rather than exercise books to complete literacy based assignments.

Reader pens are available for students with significantly weak reading skills but generally high levels of cognition.

## Questioning Techniques

Teachers use questioning techniques to match student learning needs. There are 4 levels of questioning and these are:

1. requiring factual and naming responses;
2. requiring a little more because the information is available but not directly apparent;
3. needing the consideration of multiple variables;
4. needing answers involving reasoning beyond what is said (past experiences, parallel situations, etc).

Students with cognitive and learning problems experience the same questioning techniques as all students. The probing and development of oral competence is a priority.

## **Examination Arrangements**

Where students meet the stringent requirements, they are permitted additional examination arrangements. The SENDCo arranges for these pupils to be assessed for examination dispensations. Typical arrangements are:

- 25% extra time;
- a small room,
- a word processor,
- rest breaks.

## **Communication and Interaction**

Some students on the Code of Practice have communication and interaction needs. Pupils in this category typically have global development delay or autism. Other students have speech and language problems associated with medical conditions and they come under a different category.

Provision for communication and interaction students.

Provision matches current needs and is bespoke. Some students have learning problems and some do not. ASD students have access to any interventions and support packages offered within the school.

## **Medical and Sensory**

Some students on the Code of Practice have medical problems. Some need greater support packages than others do. Medical students have access to any interventions and support packages offered within the school.

The SENDCo meets with parents and NHS staff to review provisions and needs for these students. Equal opportunities are provided for students with medical conditions.

## **Preparing for the Next Step**

Transition forms part of life. At WAN transition is across year groups, key stages and to other schools, as well as to post 16 educational institutions. WAN works in partnership with students, families and other providers to ensure positive transitions occur.

## Opinion Matters

WAN shapes and develops provision for all learners to ensure achievement for all. The SEND report declares our annual offer to learners with SEND. However, to be effective it needs the views of all parents/carers, learners, governors and staff. We will carry out an annual survey where parents/carers on the SEND list will be asked for their views.

### Appendix 1 – useful contacts

- Gee Cook, Chief Executive, (Chair) Interim Executive Board
- Jeremy Ricketts SENDCo [jricketts@waylandacademy.org.uk](mailto:jricketts@waylandacademy.org.uk)
- Debbie Blundell Assistant to the SENDCo [dblundell@waylandacademy.org.uk](mailto:dblundell@waylandacademy.org.uk)

### Appendix 2 – Main External Agencies used

- Benjamin Foundation - for vulnerable students
- Educational Psychologist Service – assessing students
- Access through Technology – assisted technology for students
- Sensory Support Team – auditory and visual pupils
- Autism East Anglia – ASD students
- School Nurse Team
- Occupational Therapy – medical students
- Short Stay School – for vulnerable students
- Nelson’s Journey – grief management
- Stonham Family Intervention Service – vulnerable families