

Wayland Academy Norfolk SEND Information Report

September 2019

<p>What should I do if I think my child may have Special Educational Needs or Disabilities (SEND)?</p>	<p>Wayland Academy is committed to the early identification of Special Educational Needs. We value parental support and if you have any concerns regarding your child we would like to hear from you. There are a number of people you can contact. You can speak to your child's Progress Leader or the Special Educational Needs Co-ordinator (SENCO) Jeremy Ricketts. jricketts@waylandacademy.org.uk The SENCO is available for consultation at Parent Consultation Evenings. Prior to joining the academy you are able to note any additional needs on the admission form.</p>
<p>How does the academy know if children need additional support?</p>	<p>If your child is moving up from primary school, the Special Educational Needs Co-ordinator (SENCO) will gather data and other relevant support information from the primary school. We also discuss support requirements with individual students and talk through any concerns they might have. This information allows us to assess what type and level of support is required. Parents are requested to give details of any additional needs their child might have when filling in the academy admissions form. Student progress is tracked regularly and all pupils are screened using the Cognitive Abilities Test prior to entering the academy. The rigorous systems that are in place provide data which is continuously assessed. Any concerns picked up from tracking or testing are discussed and extra support given if required.</p>
<p>How will the academy support my child?</p>	<p>Children with SEN will be placed on the Learning Support register. Children with additional needs who may need to be monitored are placed on our Additional Needs Register, so all staff are aware of this additional need and they can be monitored. Having identified your child's needs, we then assess the type of provision that would suit those needs best. This might be delivered through classroom teaching, shared in class support from a Student Support Assistant (SSA), small group teaching or a specific 1:1 or group intervention. The effectiveness of these interventions is regularly monitored and evaluated by the SENCO and the Learning Support Department and adapted as necessary. These evaluations are annually shared with governors.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>We expect all subject teachers to differentiate their lessons to meet the needs of all our students. Teachers are fully aware of each pupil's strengths and weaknesses and plan accordingly. SSAs provide additional support where needed. Resources and equipment will be adapted to meet the needs of learners. In certain subjects and year groups, students are placed in ability groups. Extra support with homework is available for those students requiring assistance. The type of exam entry is varied according to pupil need.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Parents and carers will be informed through regular progress data reports, Parents Consultation Evenings, informal meetings (which can be arranged with staff), Personalised Learning Passport (PLPs), and/or intervention reports on their child's progress at the end of an intervention. Students are encouraged to take ownership of their PLP targets and discuss these with teachers, parents and SSAs. Parents can also liaise with staff via email. Parents of children on the SEN register will be provided with the opportunity of three meetings a year with appropriate members of the Learning Support Department to discuss their child's progress. These include Parent Consultation Evenings, annual reviews and additional meetings as required. If your child has an Education Health Care Plan (EHCP), an Annual Review is held according to the Code of Practice guidelines.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Progress Tutors will monitor your child on a daily basis, with Progress Leader, Inclusion Unit and SENDCO as appropriate. More vulnerable pupils can be involved in student support groups, and have individual Mentor support if required. Students are supported by their Progress Leader as well as the SAFE Team and Inclusion Unit. They are encouraged to drop in should they require. Students are able to attend 1:1 sessions for a variety of social and emotional reasons within the Learning Support Department and the Inclusion Unit. Support for parents in such situations is also offered by the academy.</p>

	<p>We have close links to the school nurse who refers for additional support from outside agencies if needed. If more specialist support is required we are able to refer pupils to a number of agencies (see below).</p>
<p>What specialist services and expertise are available at or accessed by the academy?</p>	<p>Specialist services and expertise are listed on the web site, in the Provision Map. Students access these provisions on a bespoke basis and always through consideration of their presenting needs. Student needs are categorised as shown below.</p> <ul style="list-style-type: none"> • Provisions are for Cognition and Learning (C and L) This includes Specific Learning Difficulties (SLD) and is typically for students with dyslexic and dyscalculic profiles. Students with Moderate Learning Difficulties (MLD) are also provided for and in exceptional cases students with Severe Learning Difficulties (SLD) are catered for. • Communication and Interaction (C and I) Students with Speech Language and Communication needs and Autistic (ASD) needs are provided for. • Physical and Sensory Needs (P and S) Student P&S needs are met. Needs range from dysgraphia and dyspraxia to severe medical needs. • Social Emotional Mental Health needs (SEMH) Students with SEMH needs are catered for in a variety of ways. <p>Some students are in more than one category. All services and expertise provided match current student needs. These needs change over time and consequently student provision is fluid.</p>
<p>What qualifications do staff supporting students with SEND have? What training is given?</p>	<p>The Special Educational Needs Co-ordinator, Jeremy Ricketts is a qualified teacher with degree specialism in Social Psychology and Education. He holds the National Award in SEN Coordination. All academy staff have trained in safeguarding skills. SSAs have undertaken Sensory Perception and Autism training, Dyslexia, Mental Health first aid, Irlens awareness, Speech and Language and Stammer Awareness training, TEFL and Anger Management. All staff, including teachers and SSAs receive regular SEND update training delivered by the SENDCO and/or external providers.</p>
<p>How will my child be included in activities outside the classroom including trips?</p>	<p>We make every effort to include all pupils in academy trips. If an individual risk assessment is required we complete this in order to ensure safety. Parents are at liberty to look at these should they wish. Specific staff are trained in order to accompany vulnerable pupils on trips and the trip organiser will talk through the outline of the trip before the day if necessary. We also help your child prepare for any additional activities and changes to daily routine, often providing SSA support where appropriate. Students with SEND are also actively involved in sports teams, Student Voice and various after school clubs.</p>
<p>How accessible is the academy environment?</p>	<p>We make every reasonable adjustment to make Wayland Academy as accessible as possible. For full details please see the Accessibility Action plan. Efforts are made to not only ensure the physical environment is accessible but to also improve accessibility to the curriculum and to academy information sources. This is achieved in a variety of ways using specialised equipment including the use of hearing loops, adjustable furniture, enlarged ICT, coloured overlays and books, spellcheckers, ICT and software support and tablets. Exams are made more accessible, if required, by putting additional exam access arrangements such as reader, scribe, extra time or IT for specific pupils with evidence of need.</p>
<p>How will Wayland Academy prepare and support my child to join the academy?</p>	<p>Choosing the right secondary school for your child's needs is vital and we welcome visitors to view our academy. Mrs Thuell the Assistant Principal and the SENDCO, Jeremy Ricketts liaise with all feeder primary schools in the build up to transition activities, where they have a chance to discuss their concerns and provision needs. All Y6 applicants are invited to a meeting with a senior member of staff prior to the start of transition. There is a detailed programme of year 5 and 6 visit days culminating in eight days of transition and a Year 6 Parents Evening, where parents meet Progress Tutors and the SENCO. The academy and SENCO request data, including that on Special Educational Needs, from all the primary schools and visit all appropriate year 6 pupils during the summer term. Certain pupils with additional needs attend extra small group visit days to further support transition. All data and primary school information enables the Learning Support Department to assess each student's needs and arrange suitable provision in advance of the start of the academic year. If your child has an Education Health Care plan (EHC Plan) then the SENCO will attend his/her final Annual Review at primary school to further support transition.</p>
<p>How will Wayland Academy prepare and support my child to transfer to a new school or college?</p>	<p>Transition to further education colleges is co-ordinated between the SENCO and the support staff at local colleges. Our Information, Advice and Guidance Coordinator organises taster trips to local colleges for vulnerable students and assists with applications. College staff visit and speak to pupils. In addition, the SENCO passes on details of any support provision provided for exam access arrangements which are in place. If your child has an EHC Plan, support documentation is completed and sent to the relevant college in advance.</p>

<p>How are the Academy's resources allocated and matched to children's special educational needs?</p>	<p>Funding is sourced from the academy budget and also from Top-up Funding (for those children with greater needs). We allocate support according to need. If your child has an EHC Plan we will seek to ensure that the provision required is met.</p> <p>We seek to ensure a value for money service so all interventions are costed and evaluated. Our governors monitor the effectiveness of the provision based on an annual report provided by the SENCO.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Decisions are based on need, whether in terms of Pastoral or Academic support. A range of screening assessments including York Assessment of Reading for Comprehension (YARC) and a Dyslexia Screening are carried out in year 7 to identify need and then additionally as students' progress through the academy. More individualised assessments in both literacy and numeracy are carried out if required. Information on attainment, progress and support needs is gathered from the feeder primary schools. Parents are also asked to comment on additional needs via admission forms and at Parent Consultation Evenings. Provision provided for students with an EHCP will support the objectives listed. Data on progress and attainment from previous schools is evaluated when pupils join the academy at a later date.</p> <p>If a student is not making expected progress, staff will discuss this and where appropriate provide relevant support or targeted interventions. Parents and the students will be involved in this discussion. All interventions are monitored for impact and adapted as necessary.</p>
<p>How are parents involved in the academy? How can I be involved?</p>	<p>We are keen to involve parents in discussion about their child's learning. We welcome feedback from all interested parties. Parents can access our website for academy information. Parents are encouraged to attend celebration assemblies, awards evenings and Parent Consultation Evenings. Many of the letters sent to parents by the Learning Support Department include parent feedback boxes and any feedback is always welcomed.</p>
<p>Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's Progress Tutor. Parents are also asked to contact the Progress Leader or SENCO if they need further support. Useful links for wider support are listed on the academy website.</p> <p>https://waylandacademy.org.uk/special-educational-needs-and-disability</p> <p>To make a complaint about SEN provision; in the first instance contact the SENCO. If the issue is unresolved the Principal will be involved. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Complaints procedure.</p>
<p>Frequently asked questions from the point of view of a young person</p>	
<p>How does Wayland Academy know if I need extra help?</p>	<p>Your primary school will alert Mr Ricketts (Special Educational Needs Coordinator) who will meet you in Year 6 to explain what you can expect at Wayland Academy and to ask you what support you feel you need to succeed.</p> <p>In Year 7, you will take a number of tests to assess your abilities in various areas such as spelling or reading. The results will help us decide if you might benefit with some extra help either within your lessons, in a small group or on a 1:1 basis.</p> <p>Your progress is tracked in each of your subjects and this is also used to assess whether you may require extra help.</p> <p>If you join the academy after Year 7, we will check your reading and spelling to decide whether you need additional support in these areas. Your previous school will also discuss with us what type and level of support you might need.</p>
<p>What should I do if I think I need extra help or support?</p>	<p>You should discuss this with your parents/carers who can either come in to meet your Progress Tutor, Progress Leader or SENCO, or phone them. Alternatively, you might wish to talk to your Progress Tutor, a teacher you feel comfortable with, a Student Support Assistant or Mr Ricketts.</p> <p>We are always happy to listen to any concerns or thoughts you might have.</p> <p>If you have other non-academic concerns you can contact Mrs Thuell or any member of the SAFE Team.</p>
<p>How will my work be organised so that I can cope and get it all done?</p>	<p>Homework will be issued via ClassCharts so that you and your parents can see what has been set. In Key Stage 3 you will also be given Home Learning Projects that provide a two-week block of homework for a specific subject.</p> <p>The Library is open before the academy day starts, at break time, lunch time and after school. Sometimes we may give you a Mentor for a specific period of time, who will give you support in this area.</p>
<p>If I have additional needs, how can I be involved in planning my learning?</p>	<p>If you have an EHC Plan you will be involved in your Annual Review where your learning will be discussed and planned. Many students are provided with a Personal Learning Passport (PLP) which provides education and behaviour based targets for you to meet in class. These targets are discussed with you and you might like to add some of your own. Your Progress Tutor should support you in achieving these.</p>
<p>Who will tell me what I can do to help myself and be more independent?</p>	<p>All the staff at Wayland Academy can help you to become more independent, but if you feel really worried then you can talk to your preferred adult. This could be your Progress Tutor, a specific teacher or Student Support Assistant or Mr Ricketts</p>

Glossary of terms

- **Annual review:** the review of an EHC Plan which the local authority must make as a minimum every 12 months.
- **Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.
- **Education, Health and Care Plan (EHC Plan):** An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHCP needs assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.
- **Further education (FE) college:** A college offering continuing education to young people over the compulsory school age of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.
- **HLTA:** Higher Level Teaching Assistant
- **Personalised Learning Passport (PLP):** An PLP is drawn up by the SENCO and associated SSAs to help the parent and the academy identify the child's needs and to target areas of particular difficulty. It should show the steps that are to be taken to support the child's learning and set a date for reviewing progress.
- **Intervention:** Time limited programme of focused teaching. Can be small group or on a 1:1 basis.
- **Student Support Assistant (SSA):** A person employed by the academy to provide support in the classroom or undertake specific intervention work with a child or group of children who have learning difficulties. They work under the direction of the Special Needs Co-ordinator.
- **Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult locally on what provision the Local Offer should contain.
- **Parent Partnership Services:** Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.
- **Special Educational Needs (SEN):** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her 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.
- **Special Educational Needs Co-ordinator (SENCO):** A qualified teacher who has responsibility for co-ordinating SEND provision. At Wayland Academy, the SENCO, Mr Ricketts manages the Learning Support Department.
- **SEND: Special Educational Needs and Disability**
- **Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.