

Neale-Wade Academy



***SEND Information
Report
2021-22***

Thank you for showing an interest in Special Educational Needs and Disability (SEND) at Neale-Wade. We hope that this report will answer some of your questions and will provide you with useful information about what we do to support children at our school.

Miss K Wilshire —SENDCo

This report should be read in the context of other school policies and other national and international reports and documentations including:

- ♦ The SEND and Disability Act (2001)
- ♦ The Children Act (2004)
- ♦ Equality Act (2010)
- ♦ Children and Family Act (2014)
- ♦ The 1994 Special Educational Needs Code of Practice; revised January 2002 and September 2015

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Admissions Information

Our admissions criteria does not discriminate against students with SEND and we make sure we follow the guidelines in the Code of Practice which say that we must:

- ◆ Consider applications from parents of children with SEND but do not have an EHC plan on the basis of the academy's published admissions criteria as part of normal admissions procedure;
- ◆ not refuse to admit a child who has SEND but does have an EHC plan because they do not feel able to cater for those needs and;
- ◆ not refuse to admit a child on the grounds they do not have an EHC plan.



During the admissions interview (which is usually with the child's Progress leader), if an EHC plan is in place, the SENDCo will be invited to attend. It would be helpful to bring a copy of the EHC plan with you. If there is no EHC plan but your child is currently in receipt of SEND Support (so is on the school's current SEND Register), then a copy of the most recent intervention plan and the last review would be useful.

What does the SEND

team look like at Neale-Wade?

Who is in the SEND Team?

Every single teacher and teaching assistant in the school but more specifically:

- **Mr Mac Manus** Assistant Principal for SEND
- **Miss Wilshire** Special Ed. Needs & Disability Co-ordinator(SENDCo).
- **Mr Campbell** Assessment Coordinator
- **Mrs Wheeler** Intervention Coordinator
- **Miss Atiase** KS2/KS3 Teacher (nurture)
- **Mrs Harte** AP Teacher (KS3-4)

Alternative Provision Team

- **Mr Abbey** AP Lead
- **Mr Thomas** AP Teacher
- **Miss Goodall** HLTA AP Teacher & Pastoral

Learning Support Assistants

Mrs Wheeler (all subjects)

Mrs Neugebauer (all subjects)

Miss Green (all subjects)

Mrs Smith (all subjects)

Mr Roman (all subjects)

Mrs Page (all subjects)

Miss Wheeler (all subjects)

Mrs Morton (all subjects)

Mrs Taray (all subjects)

Vacancy

Miss Liebscher (all subjects)

We work closely with the Inclusion and Pastoral departments who are:

Mr Crawley (Assistant Principal with responsibility for Behaviour & Rewards)

Mrs Hitch (Senior Leader for Safeguarding and Mental Health)

Mr Loveday (Attendance Officer)

Mr Vine (Progress Leader for Year 7)

(Progress Leader for Y8)

(Progress Leader for Y9)

Mrs Harte (Progress Leader for Y10)

Mrs Chegwidden (Progress Leader for Y10)

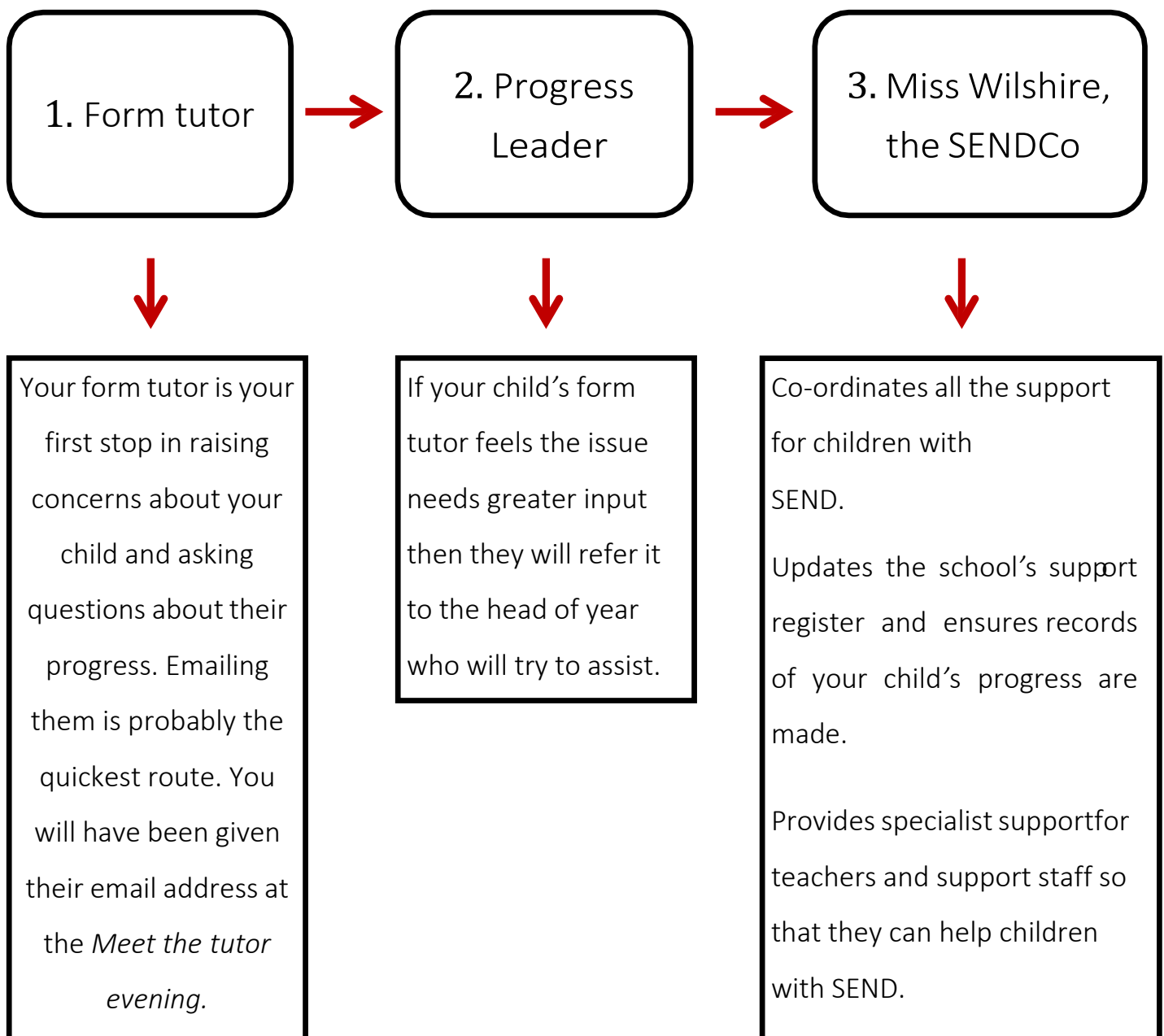
Mr Woollard (Progress Leader for Y11)


Mrs Gribble (Progress Leader for Post 16)

Neale-Wade adopts a whole school approach to SEND. Children with SEND are wherever possible, fully integrated into mainstream lessons.

The SEND Code of Practice 2015 makes it clear that **every** teacher is a teacher of every child or young person, including those with SEND.

Who are the best people to talk to in school about my child's difficulties with learning/Special Educational Needs and or Disability?





4. Mr Mac Manus,
Assistant Principal with
responsibility for SEND



Mr MacManus line manages the SENDCo and has an overview of
SEND support at Neale-Wade.

You should always speak with your child's **form tutor first** as they know your child well and can probably solve some of the problems being experienced. You can use email or phone to contact the above people but please remember that these people are often in lessons and may not respond the same day.

What types of **SEND** do **Neale-Wade** cater for?

Chapter 6 of the Special Educational Needs Code of Practice (2015) states that there are four broad areas of need:

- 1) **Communication and Interaction** (speaking and getting along with others)
- 2) **Cognition and Learning** (thinking and taking in information)
- 3) **Social, emotional and mental health difficulties** (getting on with others, coping with everyday life and it's up's and downs, following rules)
- 4) **Sensory and or physical needs** (being mobile, independent and managing their senses appropriately)

**Neale-Wade Academy caters for
all four areas.**

How do we identify students with **SEND?**

Early identification is a priority and we use screening and assessment tools to ascertain children's progress through:

- ◇ Evidence obtained by teacher observation or assessment,
- ◇ Children's performance, judge against level descriptions,
- ◇ Children's progress in relation to objectives in literacy and numeracy,
- ◇ Standardised screening or assessment tools e.g. diagnostic tests, reports or observations, records from previous schools.
- ◇ Discussions with primary schools and year 6 teachers.

As parent/carers you can also speak with your child's form tutor if you have concerns about your child's development. The form tutor will look at the screening test done by all children upon entry to Neale-Wade, as well as their profile and refer your child to the Progress leader if more analysis is required. The progress leader will decide whether further investigation is required or suggest supportive intervention.

Your child will only be placed into the SEND Support Register if we are completing an active, measurable piece of work with them. They will be classed as having SEN Support if this is the case. This piece of work could be carried out over half a term for example and then, if successful, your child would be removed from the SEND support register. You will of course be aware of this as you will receive letters asking for your consent.

A diagnosis of Dyslexia or Autism for example will not automatically mean that your child **will be placed onto the register**. If specific work is not required then reasonable adjustments will of course be implemented within the mainstream classroom.

What training do Neale- Wade staff have regarding

SEND?

- Annual Review refresher training
- Boxall Profile training

Catch up Numeracy

Access arrangements

Safer Recruitment
NSPCC training

We have completed a variety of training related to SEND. Here are some of the SEND courses staff have completed in the last year.

The Theory and Practice of Nurture Groups

Maximising the Use of Teaching Assistants

Courses in:

- Understanding Autism,
- Special educational needs and the COP
- Understanding mental health in children and young people,
- Specific Learning Difficulties.

SEND information training

Alongside this we offer training on the following:

- Understanding Literacy data
- Mentoring
- Positive interactions and learning
- Speech and Language
- Hearing Impairment and Visual Impairment
- Styles of learning
- Independence and resilience



How are my child's needs understood and responded to in a mainstream classroom?

- Quality First
- All SEND students will have a simple 'Pupil Passport'. All adults working with your child have a copy which reminds them of what the student does well, what they find hard and tips to help them learn.
- Pupil passport also allows all staff to view any EHC plan outcomes for the year. Staff are encouraged to have a working knowledge of these outcomes and feedback if progress towards these outcomes is made in their lessons.
- Miss Wilshire and Mr MacManus carry out SEND learning walks which focus on several areas of SEND. They go into lessons and look at how well the teachers and TAs use the strategies provided to ensure children with SEND can engage with the lesson.
- Every teacher has access to a range of documents called, 'SEN Guides' which our SEN team has put together. It provides lots of strategies for addressing the needs of students with a variety of conditions including Dyslexia, Dyspraxia, Autism, and Speech Language and Communication Needs.

Who else do we work with?

We are happy to work with outside agencies in supporting our children. A weekly Inclusion meeting is held to discuss students who are experiencing difficulties and when appropriate a referral to one or more services may be made to:

- An Educational Psychologist
- Child and Adolescent Mental Health Services (CAMH)
- Physiotherapist and Occupational Therapists
- Sensory Support services
- Family Workers
- Young People's Workers
- Children's Services
- School nurse
- Education Welfare Officer (EWO)
- Student Welfare—Mentoring
- Chums—Mental health services



Some of these services require an Early Help Assessment (EHA) to be carried out. This is how parent/carers, the child and a practitioner or worker assess the need and access support. Parent/carers are very much at the heart of an EHA referral. This is completed through the 'Liquid Logic System'

If an EHA is successful, usually a Team Around the Family (TAF) will be called. This is where the most appropriate worker calls a meeting, sets targets, inputs support and then reviews the effectiveness of that support. This can form an essential part of the ADPR cycle.

Click the link for more information:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/>

What additional support is available for my child?

The next page details some of the specific support packages that we offer. This page details an overview of what we offer.

Your child may receive support with their:

- Literacy
- ♦ Emotional regulation
- ♦ Social skills
- ♦ Working memory
- ♦ Resilience
- ♦ Young carers support group
- ♦ Homework
- ♦ Speech and Language
- ♦ Physical needs

So if you've identified a difficulty, what does Neale-Wade do to try and help my child?

How will you get equipment and help to support my child?

We source support in a variety of ways and from a variety of places.

Some of those places are:

- Your child's AWPU (the basic amount provided for your child by the government)
- Pupil Premium Funding
- The SEN school budget
- EHCP funding
- Funding from specific projects
- The Notional SEN Budget

Chapter 6.37 of the Special Educational Needs Code of Practice (2015) states that, "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN". Adaptations may include

- Adapting the curriculum
- Adapting resources and staffing
- Using recommended aids such as laptops, reading pens, overlays, visual timetables, timers etc.
- Providing extra time, pre teaching key vocabulary, reading instructions aloud, providing print outs of materials used.

Here are some specific interventions that we offer

- Social Skills groups
- Thinking Reading
- Keyworker allocation
- Corrective Reading program
- Mentor sessions
- Nurture Group
- Handwriting Program
- Exam concessions—tested and applied for
- Speech & Language programs
- MathsWizz
- Touch typing lessons
- Emotional Literacy
- Rehearsal Technique
- Physiotherapy sessions (in conjunction with the students OT)
- Sensory circuits

How do we know the interventions you are using are successful?

Thinking Reading Programme:

The Thinking Reading Programme is a rapid progress tool that improves students by up to 3-5 months per session. This intervention is designed to support our students who come to us still needing support to learn to read. It is a one-to-one programme designed especially for secondary level students containing reading material of appropriate interest and topic for students in this age group. The programme diagnoses the students' individual knowledge gaps through a series of tests and then the lessons target those areas in an accelerated fashion until they reach the reading age which matches their chronological age.

Intervention for SEND students

Students will be referred via the Learning intervention panel forms by either parents or teaching staff, before any interventions take place parental and student permission will be required. All interventions will run on a half termly basis. Students will complete a baseline, mid and end progress review and then a decision will be made as to whether the intervention needs to be extended but parents and students views will also be taken into account at review points.

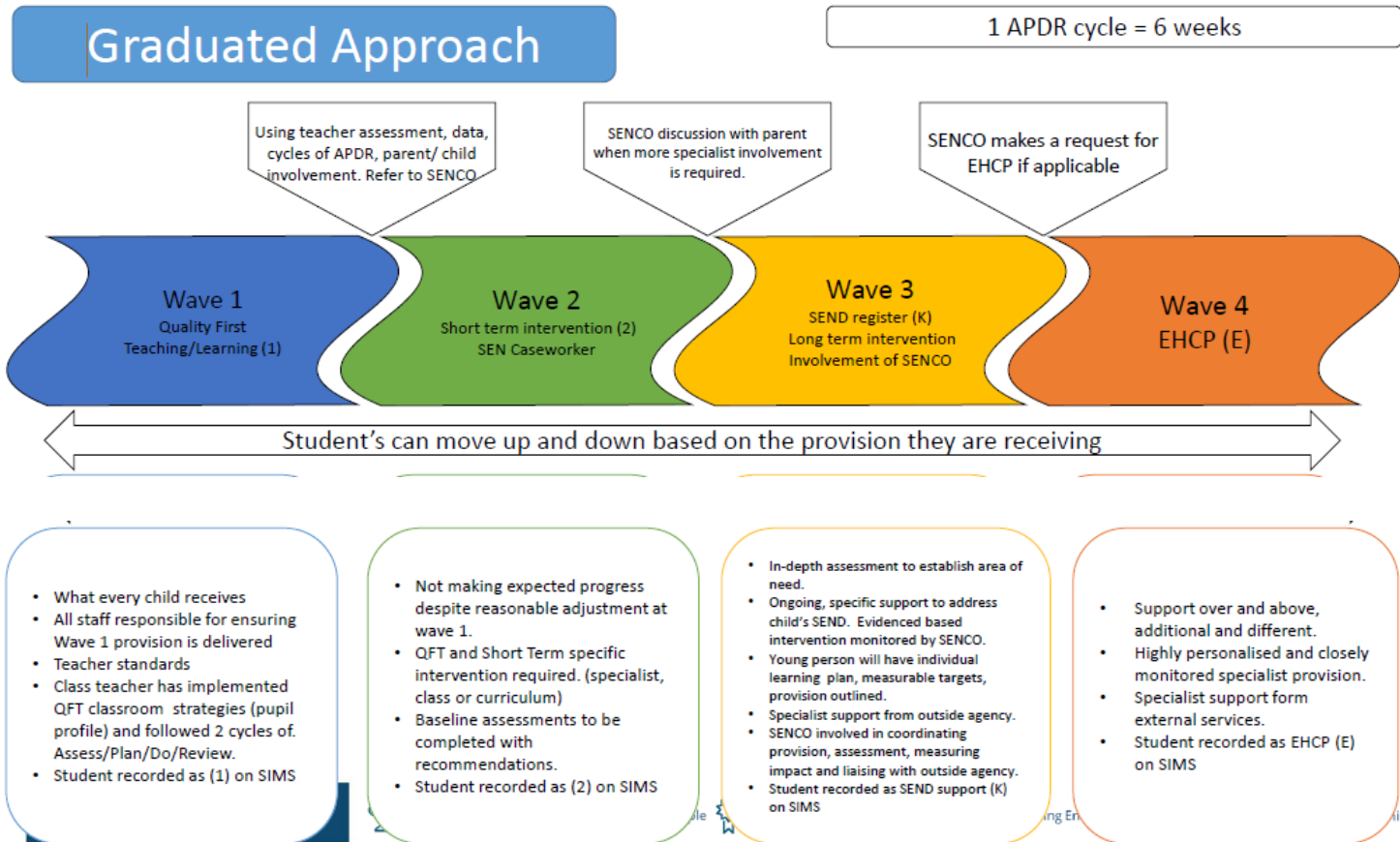
Student group	Interventions on offer	Day / Time
Year 7	Hand writing, literacy box, Emotional literacy, incredible 5 point scale, motor skills/physio, Sensory skills.	Monday Form time
Year 8	Hand writing, literacy box, Emotional literacy, incredible 5 point scale, motor skills/physio, Sensory skills.	Tuesday Form time
Year 9	Hand writing, literacy box, Emotional literacy, incredible 5 point scale, motor skills/physio, Sensory skills.	Wednesday Form time
Year 10	Hand writing, literacy box, Emotional literacy, incredible 5 point scale, motor skills/physio, Sensory skills.	Thursday Form time
Mentor sessions (if required)	Catch up with mentor and contact with home/teaching staff to deal with any issues raised.	Friday



How we identify and support students with SEN at Neale-Wade:

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle, known as the Graduated Approach.

- **Assess:** the class/subject teacher and SENCO clearly analyse a pupil's needs before identifying a child as needing SEN support
- **Plan:** the class/subject teacher and SENCO agree the support to be put in place. Parents are notified and consulted. The support will usually be set out in a school-based SEN support plan
- **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus is on integrating all pupils and continuing to use high-quality, differentiated teaching.
- **Review:** the class/subject teacher and SENCO will review the effectiveness of the support regularly and agree any changes where needed.



How do we help SEN children engage in activities with everyone else?

All children, regardless of disability are included at Neale-Wade Academy.

For children with vision impairment we adapt the environment as is necessary. We have, for example, introduced high visibility room signs and sourced highly contrasted sports equipment. Enlarged papers, fonts and coloured papers are also some of the ways we enable students to remain engaged with the main school system.

For students with physical needs adaptive equipment is available. This includes general stationery as well as equipment in technology and science for example. We also make use of assistive technology (ICT resources) within school.

Have a look at our Accessibility Plan for more details:



How do we help children's well being?

1. Children are supported by their form tutors and mentors (if one is allocated) throughout their time at Neale-Wade. They can share any concerns they have with them.
2. An Inclusion meeting is held for an hour per week and any child may be referred to this panel for extra support with their wellbeing.
3. Some children are allocated Post 16 mentors to help them navigate the journey through Neale-Wade.
4. All children with EHC plans or who are Children in Care also complete a Boxall Profile which describes different aspects of the developmental process from childhood through to adolescence alongside a diagnostic profile which describes behaviours which interfere with a young person's involvement in school and other social settings. Students referred to The bridge pathway also have a Boxall Profile assessment completed.
5. Parental questionnaires are provided at each parent/carer evening regarding well being, alongside provided information and possible places of support.
6. We have Student Welfare who we can refer your child too. This is a confidential service.
7. The school has a Bullying Policy which is actively followed. We use Restorative Justice as way of responding to some forms of bullying. A full copy of the pupil management policy can be found here:

How do we listen to your views and your child's views?

- ◆ Children with an EHC plan create their Pupil passport with their mentor so that they contribute to the way they would like their support to be provided. They also have a formal yearly meeting called an Annual Review. At Neale-Wade, all children are invited to attend. Children with EHC plans have an allocated mentor who they speak with on a very regular basis. Mentors help them create their 'Pupil Passports' and ensure that they are able to contribute, in the most suitable way for them, in their Annual Review.
- ◆ If your child is invited to intervention sessions, you will receive a letter explaining why, when and where the interventions are. You can, of course, speak with us if you have questions or indeed want to provide extra support for your child at home.
- ◆ The SENDCo carries out termly SEND Student Voice activities. This is where she carries out informal interviews with a range of SEND children asking about their provision, what is working well and if she can help with improving things in any particular areas. These interviews are anonymous to enable children to feel comfortable with sharing any concerns they may have.
- ◆ Any ongoing concerns and questions can be raised with the SENDCo, remembering to follow the procedure on page 2 of this information report.
- ◆ You can of course speak with teaching staff at your child's parent/carer evening as well as email them.

- ◆ If you need to speak with people in person then you can arrange to meet with your child's form tutor or Progress Leader in the first instance.
- ◆ Any child placed onto the SEND Support Register will be carrying out some form of measured intervention. The Code of Practice states that SEN Support should, "take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach." A provision map will be created for this which details the name of the intervention, the targeted outcome, who will provide the support, how often it will occur and what resources will be used to enable the intervention to run. Parents will receive a paper copy of this to ensure they are fully informed of the intended provision. This forms the 'Assess' and 'Plan' sections of the four part cycle. Carrying out the intervention fulfils the 'Do' section and then following the completion of that timed piece of work we 'Review' the cycle. This is known as the APDR cycle. Again, both children and parents are involved in the 'Review' process.

Neale-Wade Nurture Group

Our nurture group is situated in the SEN department away from the main hustle and bustle of the Academy in an environment which has been established to nourish a student's all-round development.

Here a collection of small classrooms are designed to provide a safe and secure learning space where we as a staff team aim to enrich our students with the necessary tools needed to make progress socially, emotionally, physically, and intellectually.

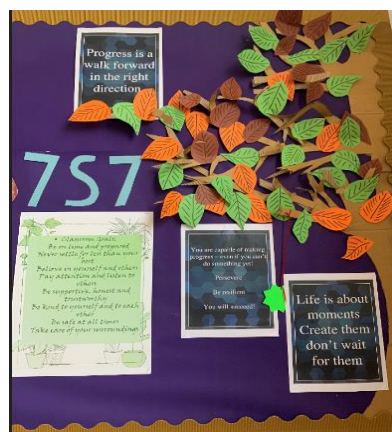
The staff in the SEN Department (where the nurture room is based) are a support network for our student's emotional well-being which in turn helps them break down any barriers to learning which have previously hindered their academic progress.

Students who are part of the nurture group will be timetabled to work in this setting for form time, period one and five. Here, throughout the year, they will have access a thematic scheme of learning which is where different areas of the curriculum are integrated together within a theme. Alongside a thematic scheme, students will spend period 2, 3 and 4 in their mainstream classes.

Nurture groups are renowned for providing specialist support which is tailored to focus on each student's individual needs and here at Neale-Wade students will have access to a variety of different interventions developed to suit their requirements.

Furthermore, students will also focus on Progress Other Than Academic (POTA) which allows them to track individual targets carefully put in place by staff. The targets aim to build up their resilience, self-esteem and worth and help them to develop a positive mind-set around their behaviour and learning. To encourage this, a reward session is put in place at the end of the week to acknowledge their achievements.

At Neale-Wade we have an accepting environment in the nurture room which helps develop positive relationships between students, their teachers, and peers; supports transition from year six to seven and onwards and encourages growth.



What do parent/carers say about SEND at Neale-Wade?

I cannot speak highly enough of the SEN Department at Neale Wade Academy. The staff go out of their way, not only to put things in place for your child to make their school lives easier but also have regular meetings with the parents and the child, where they listen to everybody's views to make sure everyone is happy ongoing. The staff are friendly, approachable and truly want the best for your child. **Year 8 parent.**

We have found the support from the SEN team at Neale Wade invaluable. Starting with the initial support in understanding the EHCP program and application process through to helping to identify and make provision for the day to day needs of school life. Parent of Year 12 student.

This support has continued throughout the School Term with re-views to identify when changes were needed to ensure that education and wellbeing needs alike are still being met. The communication, friendliness, empathy and accessibility of the team has made it all less stressful for us but in particular our Child.

Who can I contact if I'm unhappy about my child's SEND provision?

We hope that you are happy with the support we provide at Neale-Wade. However, if you are not and have been through the process of:

- Form tutor — Head of Year — **Miss Wilshire** (SENDCo)

please contact:

Mr Mac Manus (Assistant Principal for SEND)

More information regarding complaints can be found in the Academy's Complaints Policy which can be found here:

<https://www.activelearningtrust.org/about/Policies>

Our SEND governor is:

Katherine Nightingale



Where can I get some more support from? →

Neale-Wade utilises Cambridgeshire's Local Offer which is a gateway for support services for parents. It can be accessed here:

Other useful sites/contact numbers for parent/carers may include:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

Carers Trust = <https://www.carerstrustcpn.org>

The Carers Trust Network supports carers locally through a unique UK-wide network of Network Partners.

CHUMS = <http://chums.uk.com/cambs-pborough-services>

CHUMS Mental Health & Emotional Wellbeing Service for Children and Young People provides therapeutic support in a variety of ways.

of use.

Keep Your Head = <https://www.keep-your-head.com>

(Reliable information on mental health and wellbeing for children, young people and adults across Cambridgeshire & Peterborough).

Kooth = <https://kooth.com>

Kooth is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point

PinPoint = <https://www.pinpoint-cambs.org.uk>

(provides extra support for children and young people in mainstream schools from early years to further education).

SENDIAS = 01223 699 214

(offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability).

How do we support children moving into or leaving Neale-Wade?

Year 6 into Year 7

Neale-Wade runs a successful enhanced transition program for students with an EHC plan or who are in receipt of SEN Support.

Miss Wilshire may attend the year 6 Annual Review of children with EHC plans depending on the severity of need. Children and their parents are always welcome at Neale-Wade Academy for 1:1 visits with Miss Wilshire.

Children with EHC plans along with high needs SEN Support and their parents have their 1:1 year 6 interview with Miss Wilshire.

Miss Wilshire contacts primary schools and offers places on the program to each school.

Four extra sessions are offered. Students attend for an increasing amount of time and are taught by a variety of Neale-Wade staff.

We will support your child to be an **independent, resilient, confident** young person who takes **responsibility** for their own learning and actions.

Year 11 into Year 12

- We support children with college/school applications and personal statements. Currently we use UCAS Progress to apply for college placements. The SENDCo completes the additional support section of this for children with EHC plans.
- All children with EHC plans are provided with several 1:1 careers advice sessions at the start of year 11. Keyworkers attend these sessions to aid confidence and understanding and parent/carers can attend too.
- We can refer to a Senior Transitions Advisor if your child needs more intensive support with the transition or are at risk of not attending further education or training.
- We can help to arrange extra visits to colleges and can support you and your child with that by attending them with you.

For children with EHC plans, the transition process begins, albeit gradually, at the Year 9 Annual Review where we begin to think about the skills needed for post 16 education and life outside of education - 'life skills'.

<https://www.neale-wade.org/page/?title=Careers&pid=100>

There is lots of information about careers advice and guidance on the school website. Have a look.

We are working hard to forge good connections with our local regional colleges and would like to be in a position to arrange group visits so that our students with SEND are given a 'feel' of what each college is like during a typical day.

