



Review due date: February 2022

Chair of Governors:

Adopted by Governing Body:

Welholme Academy Special Educational Needs and Disability (SEND) Information Report February 2020

**Miss Kim Glasby and Miss Nicola Clark
Special Educational Needs Coordinators (SENCOs)**

The Governor with responsibility for overseeing SEND is TBC

Welholme Academy's Special Educational Needs and Disability policy document, which is available on our school website, outlines policies and processes in relation to SEND and should be read along with this information report. www.welholmeacademy.com

Welholme Academy is a fully inclusive school. The staff, governors, pupils and parents/carers work together to make school a happy, welcoming place where children and adults can achieve their full potential, develop as confident individuals and be part of a community.

What kinds of special educational needs are provided at Welholme Academy?

Welholme Academy endeavour to meet the needs of all children. At Welholme Academy we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating way, which values each child and encourages them to achieve their full potential, however some children have additional needs that may mean they need extra help/support with parts of their education. All staff have a clear understanding of the four broad areas of need and how to adapt their teaching to support these needs.

Additional provision/intervention is currently being made in school for children with a range of needs including:

Cognition and Learning difficulties eg moderate learning difficulties, specific learning difficulties, specific reading difficulties, spelling difficulties, maths difficulties, dyspraxia etc

Physical and/or Sensory difficulties eg hearing impairment, visual impairment, sensory processing difficulties, epilepsy, diabetes, chronic illnesses

Communication and Interaction difficulties eg Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties

Social, Emotional and Mental Health difficulties eg Attention Deficit Hyperactivity Disorder, Attachment Disorder etc

Special Educational provision is additional to or different from that which is made generally for most children in the school.

Special Educational Needs Coordinators (SENCOs)

At Welholme Academy we have 2 very experienced SENCOs Miss Glasby and Miss Clark. We work closely with class teachers, teaching assistants, parents/carers and outside agencies (if appropriate) to plan the support needed to help children with additional needs.

Miss Glasby, originally a class teacher, is also Welholme Academy's Deputy Head Teacher. She has a wealth of experience around special educational needs and disability which has been built up over the past 26 years being at Welholme. Miss Glasby is also the Lead person responsible for Child Protection and Looked After Children.

Miss Clark is currently a class teacher and is also part of the school leadership team. She also has a vast experience of working with children with SEND which has been built up during her time at Welholme and at other schools.

You can contact either SENCO on 01472 329944 or come into the school office who will let us know you would like to speak to us.

How do we know if a child needs additional support and how do we identify children with SEND at Welholme? (Assessment and identification)

On entry to school children are assessed to identify their starting points (baseline). This will also highlight any gaps that will need to be filled and built upon during these first months in school. Throughout school all children's progress is tracked and recorded on the Enquire Learning Trust's SIMS system. Progress is monitored and reviewed at Pupil Progress Meetings termly with the Head teacher, Deputy, and class teacher. Class review meetings are held twice per year to review any children with SEND needs. This involves the class teacher and SENCO and parents/carers are invited in to discuss their child's progress too.

Information about any difficulties a child is having will be passed on from pupils/parents and carers/previous settings/schools/nurseries and at transition meetings so that support can be put in place as soon as possible.

Pupils and parents/carers can also pass on any concerns they have about progress.

At Welholme Academy we believe in a **graduated approach** to assessing, identifying and providing for children with additional needs. In this way support can be highlighted which relates to the individual needs of the child. Parents/carers are involved at all stages of the graduated approach to meeting the needs of their child. (please refer to Graduated Response at the end of this document)

Assessment is an ongoing process that is carried out through school. It is to check that each child is making age related progress against national expectations. If a child is not making expected progress we will identify the area of need, why and put support in place to address this.

This assessment procedure is very useful when identifying the next steps for any child in school as well as highlighting any intervention needs for a child. It may be apparent that there has been a dip in progress in a particular area which would highlight the need for a short term intervention for a block of time. This will be reviewed after this short period of intervention.

Approaches to teaching

All children have access to **Quality First Teaching** with their class teacher. Some children may need extra intervention or provision in a particular area. Each year group has a team of teachers and teaching assistants who carry out interventions and support plans to ensure the children reach their goals and learn in the best possible environment. We focus on the child's interests to encourage a positive attitude towards their learning. Any interventions put in

place are collated on a Year Group Provision Map and specific interventions for the individual are collated on a Personal Learning Plan.

Interventions can include:

Lexia

Read Write Inc - small group

Beat Dyslexia

Maths support in focused small groups

Extra one to one reading

Pastoral support

Aspire group support for Nurture and emotional support

Handwriting groups

Gross and fine motor development - dough gym, Write Dance, RELEASS programme booklets.

Children who have more complex needs will be involved in the planning of a **One Page Pupil Profile**. This means that everyone involved with the child knows the best ways to support them. If a child continues to struggle in certain areas after quality first class teaching and specific interventions then further investigations into the nature of the child's difficulty will be carried out. This may involve contacting an outside agency for advice or support. The child's input is a vital part of the planning process.

Any intervention or extra provision made for the child is evaluated after a short period of time and the impact of this support assessed. It may be that having this short term provision has helped the child to move nearer to age related expectations and narrow the gap between themselves and the majority of children in their class. Alternatively it may mean that the support has helped but progress has not been as rapid as anticipated and the next steps considered. The class teachers along with the SENCO will plan a **Provision Map** which highlights the support given and this will be reviewed and amended regularly.

The impact of any support provided by Pupil Premium funding is reviewed regularly and if little or no progress has been made then this is shared with the Head teacher, parents/carers, and SENCO and any further support or advice put in place.

How is the decision made about the type and quality of support my child receives?

The extra support given to a child or group of children will be decided by the class teacher, SENCO, parents/carers and any other professionals involved with the child (if appropriate). This may be at review meetings, during Pupil Progress meetings with the Head teacher or after teacher assessments.

The support may be in the form of one to one support with an adult or small group support for a planned amount of time following a bespoke timetable. On occasions it may be more appropriate for the group or individual to work away from the class in an area away from any distractions so they can focus more appropriately and then return to their class afterwards.

Resources (staff or equipment) are allocated based on the needs of the child/children. It may be that a particular group of children have a higher need in a certain area so more resources will be allocated for a period of time to support and meet this need. This is reviewed regularly.

At Welholme Academy we believe firmly that a child should develop independence skills as soon as possible. Opportunities are provided to enable this from Foundation stage on entry to school and are continued throughout the child's time at school. Any support given to a child/children will be short term, usually based on a 2 to 3 week period, but on some occasions after review it may be considered more appropriate for the support to continue for an extended amount of time.

What extra support will my child receive? (provision)

Teachers plan their lessons to meet the needs of all children. They will deliver quality first teaching to the whole of the class with differentiation to groups or individuals where needed. The children regularly work in mixed ability groups called Kagan groups and this enables the children to support and help each other.

The Academy has a team of teaching assistants (TA) and higher level teaching assistants (HLTA) who work collaboratively with teachers. Specific programmes and interventions will be planned and delivered to highlighted groups or individuals by a teacher, HLTA or TA. This extra support is provided on top of the usual quality first class teaching.

The Learning Environment

In order for the children to be able to access the curriculum at an appropriate level, children may work in a small group or on a 1:1. Any essential specialist equipment recommended by outside professionals will be provided.

Specialist equipment can include:

Thicker pencils, grips, chairs, arm supports, leg supports, disabled toilet facilities, writing slopes, I pads, apps, computer programmes, dough, mats, specialist cutlery and crockery, wobble cushions.

How will I know how well my child is doing? (effectiveness of provision)

As part of the **Assess, Plan, do, Review process** of the **Graduated Response**, (copy at the end of this document) parents/carers are invited into school to review their child's progress and plan their next steps. This will include any other adults that are involved with the child as well. Parents/carers are involved in implementation and review of the child's **Personal Learning Plan** which includes specific child-centred outcomes to work on at school and at home. It also states what support/intervention is available to the child. The child is involved throughout the process as 'pupil voice' is vital so we understand what helps them to learn more effectively.

Information about a child's progress is also shared at Parents' Evenings, Sharing Days, end of year Reports to Parents or formally and informally arranged meetings.

A termly SEND report is shared at Academy Improvement Body meetings which includes information about provision for and progress of children with additional or complex needs.

How will my child know how well he/she is doing?

- Annual reviews of Education Health Care Plans. The child involved may invite a friend along so they can both contribute.
- Sharing progress at Parents' Evenings
- Involvement in the one page profile and personal learning plan review.
- One to one meeting/review of progress with child - Pupil Voice
- Meetings with parents/carers as part of the plan, do, review process which may involve outside agencies.
- Informal verbal feedback
- Celebrations in assemblies

Will my child have access to all areas of the curriculum and extra-curricular activities?

All children have access to all areas of the curriculum as part of their entitlement. They should access a broad and balanced curriculum alongside their peers. Any adaptations are made within school where needed to ensure all are included.

All children are encouraged to take part in after school activities and outside visits despite their additional or complex needs. In addition to the general risk assessments carried out for all children it may mean that an extra risk assessment would be carried out so the child's additional needs can be considered and support put in place if needed. Eg if a child uses a wheelchair to access and move around, the place to be visited would need to be assessed as well as the use of any equipment/resources and adaptations needed.

Please go onto the school website www.welholmeacademy.com and click on the icon down the left side of the page that says 'SEND' where you will find Welholme's Accessibility Policy and Plan.

How will my child be supported on entry to Welholme Academy and when they move to another Key Stage/school?

If a child has additional or complex needs we will arrange extra visits to the new setting/class so they can familiarise themselves with their new environment quicker and easier. We do not want them to be worried at this anxious time so we help them to build new relationships quickly. The extra visits/communication with the new setting may include:

- extra visits with their new teachers/adults
- new staff spending time in the child's current setting
- activities in the new settings so they can find their way around the new building eg Treasure Hunt.
- taking photos to familiarise themselves before they attend
- making a passport/One Page Profile so that new staff understand what helps them to learn and their aspirations for the future

Vicky Harrison, one of our Learning mentors, supports vulnerable children with extra transition to secondary schools.

How do we support children at Welholme with improving social, emotional and mental health of pupils with SEND

The Pastoral Team

At Welholme Academy we have a Pastoral Team who support children who may have barriers to learning. They will work with the children in small groups or one to one by:

- supporting and improving their emotional and social development
- supporting their learning needs
- listening to the voice of the child
- helping them to access the curriculum
- support the needs of the child and their family

Aspire

Some children for a number of reasons find it difficult to access the curriculum. A personalised timetable is devised so that they can learn how to learn in a smaller group. They will spend time in the Aspire Room as well as time in their class with their peers. We have a team of teaching assistants to support and deliver this provision.

Preventing bullying

Welholme says 'no' to bullying. Each year school put on an event which will focus on what bullying is and how we can make sure it does not happen. We also include anti-bullying as part of our whole school PSHE curriculum and it is given a specific focus at certain times throughout the year.

School regularly address any issues of bullying, including those relating to pupils with SEND and any incidents are recorded on CPOMS. We work hard with children to ensure they understand that they must speak to an adult if they feel they are being bullied or if someone is being unkind to them. We want all children and parents to understand what bullying is. We also encourage children to report to a member of staff any worries they have about other children in relation to bullying.



When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's **BULLYING.**

Involvement of specialist expertise to support children at Welholme

School works very closely with outside agencies who support children in school with additional or complex needs. Any referrals to an agency will always be discussed with parents/carers at the review meetings and are only made with parental consent. This will involve information being shared about what has already been put in place to help the child

and any additional support they can offer to support the child further. This may include formal assessments of their abilities.

What agencies can offer support to families of children with SEND?

SENDIASS

Barnardo's - physical support, Autism support

Cambridge Park

Parent Drop in

Parent nurture with SEND focus

Pastoral Team support

Triple P parenting

Access Pathway Referral request for support

School Nursing

Paediatrician

Occupational Therapy

Physiotherapy

Speech therapy

Educational Psychologist

SAS - Learning and Cognition Team

Social Workers

Early Help Practitioners

Fortis therapy and Training

What training is available for adults working with children with complex or additional needs?

Training may include:

Autistic Spectrum Condition

Development Coordination Disorder (Dyspraxia)

Attachment Disorder

Lexia

Beat Dyslexia

SEND Code of Practice

Circle time

Specific reading difficulty

Epilepsy

Epipen administration

Asthma

Diabetes

The management of incontinence and personal care

Supporting children with social and emotional difficulties
Any other training needs which arise throughout the school year

How are children with medical needs supported in school?

School works closely with the School Nursing Team. The school nurses for Welholme Academy are Kerry Barton and Liann Saunders. Parents/carers are directed or referred to Kerry or Liann if they would like any advice or support with their child's needs.

Children with medical needs will have a Care Plan which is devised with Parent/carers, SENCO and school nurse. This plan highlights the child's needs and how school can support their needs. This may include involvement of outside agencies.

Intimate and personal Care

Welholme Academy can, along with school nurse, support a child's toileting needs. Details of this are included in 'Guidance and Procedures for the Management of Intimate and Personal Care of children at Welholme Academy' which is available on the website.

www.welholmeacademy.com

How can I work with school to support my child?

If your child has been highlighted as needing extra support the class teacher will devise a **Personal Learning Plan**. This plan will be discussed at the review meeting and includes areas that are being covered in school through extra provision. These areas can also be supported at home and your child's teacher or Miss Glasby/Miss Clark will be happy to discuss how you can help at home.

We also offer family support with our Pastoral Team. If you are interested in this support please contact school on 01472 329944.

SENDIASS are an independent support service that are available to support parents with any concerns they may have around SEND. 01472 355365.

Looked After Children with SEND

Some children are Looked After by the Local Authority which means they are cared for by adults other than their parents. If a child is Looked After (LAC) and has SEND needs support will be given to ensure they are happy and settled so they continue to make progress. The Educational Psychologist can offer support and advice if needed. As well as a Personal Learning Plan the child will have a Personal Education Plan (PEP) which is collated by the social worker, school representative, Local Authority member of the LACE team, class teacher, SENCO, and parents/carers.

Who do I contact if I am not happy with the support and help my child is receiving?

If you are not happy any aspect of your child's extra provision or support please contact in the first instance Miss Glasby or Miss Clark on 01472 329944 or come into school. Alternatively please speak to Mrs Turrell who will also be happy to talk with you.

How do we manage complaints at Welholme Academy?

Complaints are thoroughly investigated at Welholme Academy. This will involve in the first instance the Head teacher ,Mrs Turrell. If required a member of Enquire Learning Trust will meet with parents/carers to discuss the issues with a view to resolution. Please refer to Enquire Learning Trust's Complaints Procedures Policy.

Where can I find information about the Local Offer of Provision in North East Lincolnshire?

The Local Offer is the Local Authority's compilation of everything on offer to all pupils in the area. More information about The Local Authority's Local Offer of Provision can be found at www.nelincs.gov.uk

Where can I find more information about SEND provision at Welholme Academy?

Please go onto the school website www.welholmeacademy.com and click on the icon down the left side of the page that says 'SEND' where you will find Welholme's SEND policy and the Accessibility Policy and Plan.

If you would like any further information or would like to discuss your child's progress please feel free to come into school to see Miss Glasby or Miss Clark or ring 01472 329944

A Graduated Response to Emerging Additional Needs	
Step 1 In school based	QUALITY FIRST TEACHING All teachers are responsible for meeting the needs of all the children in their class. Concerns raised around little or no progress from pupil progress meetings, tracking, parent concerns, evidence based. Speak to year group team and SENCO for advice. Speak to parents/carers . Assess - need, discussion with colleagues, year group staff, pupil, parents/carers. One page profile may be devised to highlight the best way to support the child. Plan - in class provision small group, one to one Do - carry out provision with time scale Review - of progress with parents, child, SENCO, pupil progress meetings, parents evenings Parents/carers can contact an Independent Parental Supporter for

	advice/support if needed.
Has the child made expected progress or better?	Yes - continue with current provision and review after allocated time scale. No - move onto step 2.
Step 2 In school based	CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions. Assess - need - discussion with colleagues, parents, learning mentor, SENCO, child Plan - with parents, child, SENCO, support staff, resources. Plan interventions, differentiation, group work etc, show provision on Intervention Provision map. One page profile may be devised. Do - timescale related and outcome based Review - of progress towards outcomes with parents, child, SENCO, any support staff Parents/carers can contact an Independent Parental Supporter for advice/support if needed.
Has the child made expected progress or better?	Yes - continue with current provision and review after allocated time scale. No - move onto step 3.
Step 3 Agency involvement	CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions Assess - area of need still apparent and progress is little or none. Look at the issues with teacher, parents, support staff, SENCO, pupil. Contact/refer relevant agency for further advice or support Plan - Personal Learning Plan and One Page Pupil Profile with teacher, SENCO, parent, pupil, agency include outcomes and time scale Do - follow agency advice and guidance, timescale related Review - discussions with parents and those involved with child including child. Progress towards the outcomes. Child's name will be added to the school's SEND register. Parents/carers can contact an Independent Parental Supporter for advice/support if needed.
Has the child made expected progress or better?	Yes - continue with current provision and review after allocated time scale. No - plan another cycle of Assess, Plan, Do Review before moving onto step 4.
Step 4 Educational Psychologist involvement	CONTINUED QUALITY FIRST TEACHING Continued lack of progress with evidence to support what has been put in place as interventions. Follow two cycles of assess, plan, do review. Assess - the issues now with all involved and seek permission from parents to request EP support. Plan PLP/One Page Pupil Profile and action with all involved with the child and EP strategies/advice Do - follow EP guidance and support with outcomes and timescales Review after timescale in collaboration with parents and all involved Family Review Meeting Parents/carers can contact an Independent Parental Supporter for

	advice/support if needed.
Has the child made expected progress or better?	<p>Yes - continue with current and reviewed provision and review after allocated time scale.</p> <p>No - arrange a multi- agency meeting with all involved and move onto step 4.</p>
Step 5 Education Health Care Assessment Request	<p>CONTINUED QUALITY FIRST TEACHING</p> <p>Continued lack of progress with evidence to support despite above and beyond provision and interventions.</p> <p>Meeting with all involved in supporting the child to review so far and make a decision to request assessment</p> <p>Begin the EHC paperwork collating all evidence of support from all involved.</p> <p>Share with parents/carers and child</p> <p>Submit the reports and evidence.</p> <p>Parents/carers can contact an Independent Parental Supporter for advice/support if needed.</p>