



WELLFIELD ACADEMY

# SEND Information Report

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March 2021

## SEND Information Report

Wellfield Academy believes that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Staff at Wellfield Academy will provide the best support to children and young people with SEND, whether or not they have an EHC plan. The Head of Learning Support/SENCO and/or the Inclusion Manager will inform parents when school is making special educational provision for a student.

Wellfield Academy aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and Wellfield Academy will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. Wellfield Academy is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Wellfield Academy has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

Every teacher is a specialist teacher of all children, including those with SEND.

### **1. The kinds of SEN that are provided for at Wellfield Academy**

Wellfield Academy aims to support students who fall into the following broad areas of need:

- Communication and interaction (eg Aspergers and autism)
- Cognition and learning (eg moderate, severe and specific learning difficulties, such as dyslexia)
- Social, emotional and mental health difficulties (depression and attention deficit disorder )
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

The following groups of students are made up of children who may not have SEND but there may be an impact on progress and attainment and so a need may be identified;

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/woman

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All students with any identified additional needs such as those listed above, and medical needs, are placed on the Wellfield Academy Additional Information List (AIL).

### **2. Policies for identifying children and young people with SEN and assessing their needs**

A student has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to students of the same age. Wellfield Academy advocates high quality teaching to be available for the whole class meaning that fewer students need specialist provision.

Wellfield Academy has strong links with the feeder primary schools and as such is able to build on the information that is shared as well as assessing student's attainment on entry to identify any students making less than expected progress taking into account their age and personal circumstances. At the same time Wellfield Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, assess what reasonable adjustments can be made where appropriate.

### **3. Arrangements for consulting parents of children with SEN and involving them in their child's education**

Wellfield Academy works very closely with local primary schools and parents to ascertain whether a child has been identified as having special educational needs prior to transfer to Wellfield Academy. When advised that a child has a learning difficulty we strive to work in partnership to plan and deliver an appropriate and differentiated curriculum.

Children with EHC Plans of SEN are reviewed on an annual basis.

- Year 11 are reviewed in December,
- Year 9 and Year 10 are reviewed at Easter, and,
- Years 7 and Year 8 are reviewed in July.

Reviews can take place at any other time by request of parents or at the request of school and are carried out in line with statutory guidance for reviews.

All parents are welcome to contact the Head of Learning Support/SENCO or the Inclusion Manager at any time either by telephone or by email to address any queries or worries that they may have. Appointments to meet are usually arranged for a mutually convenient time to ensure privacy and confidentiality. The Head of Learning Support/SENCO acts as a focal point to coordinate any queries about concerns that parents may have if their child is experiencing difficulties.

School welcomes dialogue with parents and there are a number of ways in which parents can communicate with school:

- The school website provides contact emails for enquiries which go directly to the Head's PA and the general school telephone number for general enquiries.
- School hosts an Open Evening at the start of the school year annually, aimed primarily at Year 6 children making a choice of secondary school.

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- School welcomes enquiries from any family and guided tours of the school are always available by prior appointment. If a child is known to have additional needs then any meetings will also include the Head of Learning Support/SENCO so that specific advice can be given.
- At the transition meeting for new Year 7's to the school key staff members are introduced to parents and students. Parents then have time with their child's new House Progress Lead and then their child's tutor. The Head of Learning Support/SENCO and the Inclusion Manager are available to provide advice.
- There are a variety of parents' evenings throughout the year. The Head of Learning Support/SENCO and/or the Inclusion Manager are available to discuss any concerns and or give advice where required.
- Children in school receive multiple reports per academic year. At least one of those reports include detailed, personalised comments from the child's tutor about progress and targets that may have been set. The other reports are data shots so that parents are kept up to date with progress.
- School encourages parents to contact the relevant House Progress Lead if there are any academic queries. Any behavioural or social issues are dealt with by the Pastoral Behaviour Managers. Any queries about additional needs are dealt with by the Head of Learning Support/SENCO or the Inclusion Manager.
- Parents are asked to contact school initially to arrange an appointment just to avoid disappointment if that particular member of staff is teaching.
- Parents are formally asked for feedback at Parents Evenings in the form of a questionnaire however school welcomes comments at any time about things that have worked well as well as any ideas about how things might work better.
- Parents are introduced to key staff including the Head of Learning Support/SENCO, Tutors, House Progress Leads and Pastoral Managers at the Year 6 Induction evenings. All of these staff are available at all Parents Evenings for consultation.
- Key staff are listed on the website.
- There is a strong parent representation within the school's Local Academy Council. This representation covers the entire broad demographic of our school community including children with additional needs.

#### **4. Arrangements for consulting young people with SEN and involving them in their education**

Students with EHCPs will co-write their own Pupil Passports with the Learning Support team. The passports inform the teaching staff of the preferred learning style of the student and the difficulties each individual student feels that they have. The passport is reviewed regularly by the Learning Support team.

Co-production of the One-Page Profile is initiated by school and created during discussions with the child and their families. From this information Pupil Passports can then also be written for students who do not have an EHCP but who we feel, in liaison with staff, parents and the student, might benefit from support.

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### **5. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review**

Teachers throughout the school are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We have a rigorous and robust quality assurance process which includes:

- SLT and Learning Support Learning Walks
- Work scrutiny
- Lesson Observations

Decisions about making special educational provision follow discussions between subject specialist teachers and the Head of Learning Support/SENCO considering information about the student's progress, alongside national data and expectations of progress.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, Wellfield Academy may consider involving specialists, including those secured by the school itself or from outside agencies. Parents will be involved in any decision to engage specialist support.

Our Learning Support faculty will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers.

### **6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

To prepare for adulthood, higher education, employment, independent living and participation the school has 5 collapsed curriculum days (Personal, Social, Careers and Health Education) where these issues are addressed through a structured programme. Parents are regularly contacted and involved/ supported in meetings and discussions with students whose aspirations and motivation is a concern.

Colleges are invited to all Year 9, 10 and 11 parents' evenings. All Year 10 students are given the opportunity to attend a taster day at a local sixth form college. Transport is provided there and back and students attend a number of different sessions to experience college life. Students are also given the opportunity to attend a taster day at one additional college of their choice. Again transport is provided to make it an inclusive project.

All students with an EHCP receive careers guidance from KS3 to KS4 and then KS4 to post 16 education. Plans are prepared in conjunction with the individual student, and, based upon the resulting plan, the Inclusion Manager can facilitate a smooth transition to a post 16 college

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involving the input of individual college teams to make the transition as smooth and as successful as possible. This can also include the provision of transport post 16.

### **7. The approach to teaching children and young people with SEN**

Staff at Wellfield Academy will provide the best support to children and young people with SEND, whether or not they have an EHC plan. The Head of Learning Support/SENCO and/or the Inclusion Manager will inform parents when school is making special educational provision for a student.

Wellfield Academy aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and Wellfield Academy will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. Wellfield Academy is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. Wellfield Academy has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

Every teacher is a specialist teacher of all children, including those with SEND.

### **8. How adaptations are made to the curriculum and the learning environment of children and young people with SEN**

Once a student is identified as having special educational needs then Wellfield Academy will take action to remove any barriers to learning and identify any effective provision or strategies to be put in place. This support will 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 students' needs and of what supports the student in making good progress and securing good outcomes.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, Wellfield Academy may consider involving specialists, including those secured by the school itself or from outside agencies. Parents will be involved in any decision to engage specialist support.

Our Learning Support faculty will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers.

The Learning Support Faculty initially assesses Year 6 students based on information received from the primary schools, Key Stage 2 data and by gauging their ability on the Year 6 Curriculum day held in the Summer term of Year 6. All known information is collated and those students identified as having the greatest need across the four broad areas of need are

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considered for placement in the Nurture Group. Intervention at this very early stage allows school to extend the transition period for those students less able to cope with the rigours of life in a mainstream secondary school. The group has a maximum of ten students and although the scheme of work runs in line with the mainstream classes it is pitched at a level which makes it more accessible to the students in the Nurture Group. Progress is constantly monitored and students are phased back into mainstream at a point during Year 7 or Year 8. These students are only identified as SEN if they do not make adequate progress once they have had all the intervention and adjustments.

Teachers throughout the school are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We have a rigorous and robust quality assurance process which includes:

- SLT and Learning Support Learning Walks
- Half termly work scrutiny
- Lesson Observations

Decisions about making special educational provision follow discussions between subject specialist teachers and the Head of Learning Support/SENCO considering information about the student's progress, alongside national data and expectations of progress.

### **9. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

Most of the resources used by students having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time to manage the support for special educational needs and meet the objectives of this policy. Wellfield Academy invests in the potential of new technologies to support communication and Teaching and Learning for students with SEN and disabilities.

Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class. For some students it will be necessary for them to spend some time in small groups or being withdrawn from the classroom for specific, timed activities related to their identified needs. This may be delivered by the teacher or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom

- The Learning Support Faculty is allocated a budget in order to effectively target the support to match the needs of the student.
- Regular training for all school staff is arranged within the annual training plan and takes place on INSET days and as part of the schools continuing professional development programme.

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- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Head of Learning Support/SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The Head of Learning Support/SENCO and the Inclusion Manager regularly attend SENDCo network meetings in order to keep up to date with local and national updates in SEND.

### **10. Evaluating the effectiveness of the provision made for children and young people with SEND**

Wellfield Academy has a robust and rigorous reporting cycle as early identification and intervention is a priority for supporting all students. The Learning Support Faculty along with the child's tutor and respective House Progress Lead monitor progress and attainment throughout the school year, allowing an evaluation of any intervention put in place.

Wellfield Academy has a system of convening Learning Support Working Lunches whereby all teaching staff, Tutor and Pastoral Development Manager come together to discuss concerns over any student on a Student Support plan. Individual interventions are assessed and best practice shared to support the student more effectively.

Any concerns are highlighted to the Head of Learning Support/SENCO through the report cycle, from teaching staff, and this will trigger a thorough review of the effectiveness of the provision for all students.

### **11. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

There are small group and intervention classes across the curriculum to target those students who need it most. However, there are occasions where all students mix with their peers - daily tutor sessions; PHSE days; PE; Creative and Practical lessons and a wide range of extracurricular activities and clubs that take place daily.

### **12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

The Learning Support Faculty works very closely with Student Services to maintain our zero tolerance approach towards any form of bullying. Our PHSE and Assembly provision promotes independence and builds resilience in our students learning as well as teaching students about issues such as bullying and how to understand and be a safe user of social media.



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External support for improving emotional and social development of students is detailed below.

### **13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

The level of provision of support is decided on an individual basis, through conversations with teaching staff, Student Services, parents and the student. If Wellfield Academy is unable to fully meet the needs of a student through internal provision arrangements and progress is not being made by the student then the support of external agencies is sought. This process involves the consent of the parents and co-production of any referrals for intervention including the CAF form and the request for support from the Children & Family Well Being Service. The health and wellbeing of the student is paramount and we work closely with students and Student Services to ensure the highest provision for all students.

Some of the External Agencies accessed by Wellfield Academy include:

- Child and Adolescent Mental Health Service (CAMHS) including the Complex Needs Team
- SEND Team at Lancashire County Council
- National Careers Service
- SENDIASS Team formerly known as Parent Partnership
- School Nurse and School Doctor/Community Paediatrician
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Audiology
- Children's Social Care
- Early Intervention (including Children & Families Well Being Service, Barnardo's, Child Action North West)
- Police Early Action Team
- Alternative and Complimentary Education and Residential Service
- Learning Support Services at local post 16 colleges
- LCC – Legal Services and Child Protection Teams
- Specialist Nurses – including Diabetes, Epilepsy and Stoma Nurses
- Independent Translators

### **14. Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

If parents/carers have a complaint concerning provision for their child they should discuss this with the Head of Learning Support/SENCO. If this proves unsuccessful the matter should be referred to the Headteacher. Procedures will then be followed in line with the School's complaints policy. Finally if the complaint is still not resolved it should be taken to SENDIST and/or Secretary of State.

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**15. The following people are involved in ensuring provision is made for students with additional needs:**

- A SEND Nominated Local Academy Councillor
- Head of Learning Support and Designated Teacher for Children Looked After – Miss McDade
- Inclusion Manager (including managing the school’s responsibility for meeting the medical needs of students) – Mrs Batey
- Designated Senior Lead – Mr Lewis
- The Chief Operating Officer is responsible for managing Pupil Premium Grant/Looked After Child funding.

If you have any queries or concerns the Learning Support Team can be contacted as follows:

**By email:** [send@Wellfieldacademy.org](mailto:send@Wellfieldacademy.org)

Miss McDade – Head of Learning Support/SENCO

Mrs Batey – Inclusion Manager

**By telephone:** 01772 812644

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