



## SEND Information Report

### What are Special Educational Needs and Disabilities (SEND)?

The [Special Educational Needs and Disability Code of Practice \(2015\)](#) states that ‘*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.*’

*‘For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools...’*

Within the [Equality Act \(2010\)](#), a disability is defined as ‘*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’.

#### Areas of Need

Children who have Special Educational Needs may need support in one, or more, of the following areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

### What should I do if I think my child has Special Education Needs?

If you think your child has special educational needs or have concerns around their progress and development, your first port of call is **your child’s class teacher**. The class teacher will record this discussion and consider the latest assessment results, observations, progress over time and general information about your child. Together you will devise next steps moving forward. If necessary, the class teacher will contact the SENDCo to discuss concerns and the child may be placed on Phase One of our approach to identifying SEN.

### Identification of SEND at Waddington All Saints Academy

At Waddington All Saints Academy we follow the Special Educational Needs and Disability Code of Practice. We believe that every child is unique and individual, acknowledging that some children will, on occasion, need more support than others. We are also aware that some child may have additional needs for a short period of time. Children at Waddington All Saints academy are given every opportunity to achieve across the curriculum, through tailored support and adaptive teaching strategies, to ensure that they fulfil their potential.



We strongly believe in early identification and will make every effort to ensure that your child is identified, and supported from an early age in order to ascertain the support and intervention that might be required to support any area of need they may have. In order to do this, we follow a consistent approach to identifying, monitoring and reviewing need through our **Graduated Approach Phases**.

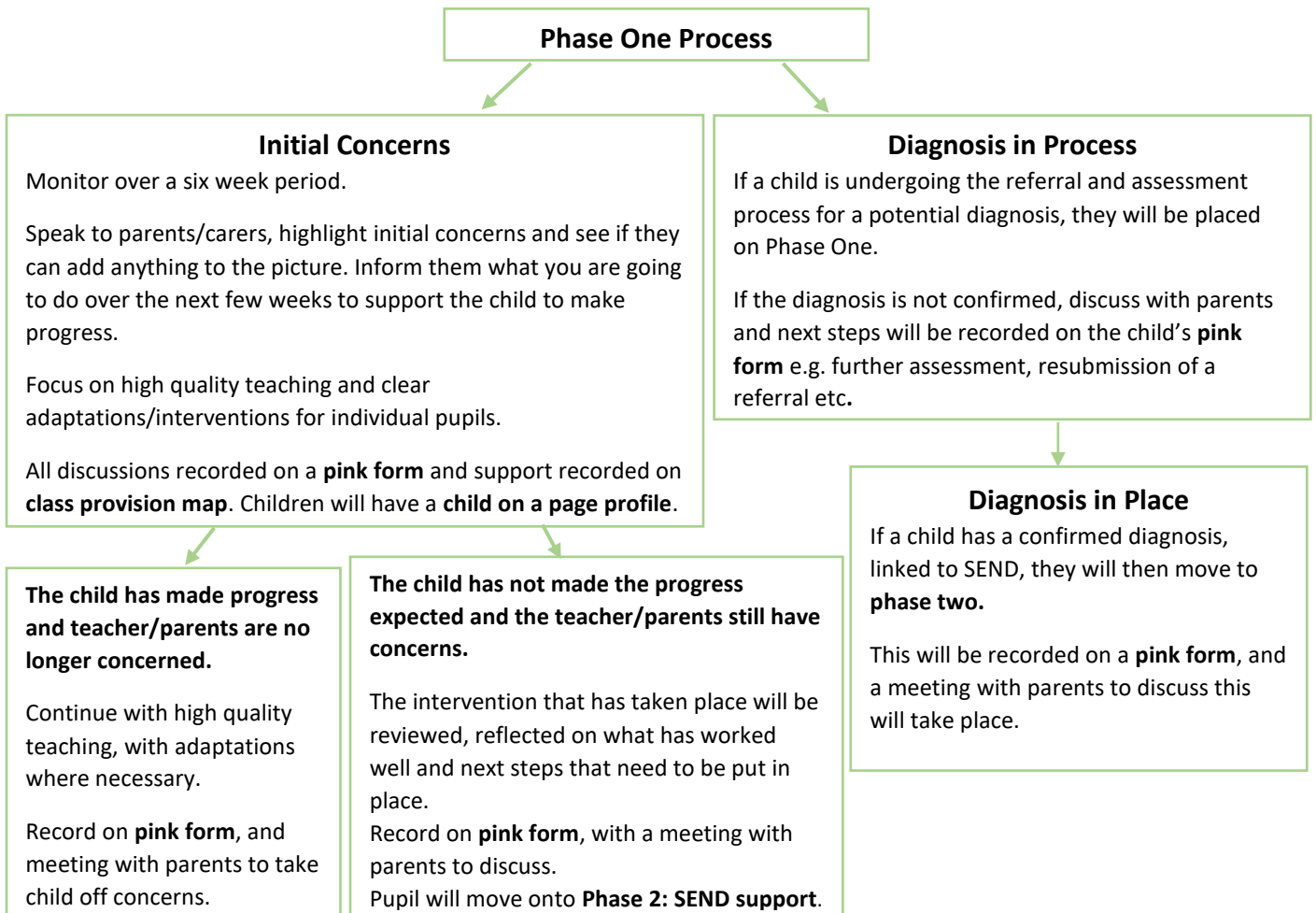
### How will the Academy decide if my child requires additional support?

Attainment and progress will be measured using a variety of evidence. This evidence may include:

- Formal assessments, such as tests
- Informal assessments, such as observations of learning or behaviour in school
- Monitoring of data, including the child's attainment in various areas of the curriculum and rates of progress over time
- Discussions with pupils
- Discussions with parents
- Discussions with the members of staff that work alongside the pupil
- Advice sought from the SENDCo and Outside Agencies

### Phase One: Identifying Concerns

Where there are concerns around a child's attainment, progress or SEMH, a meeting will be held with parents to discuss the initial concern and the process outlined below will begin.





## Phase Two: The Graduated Approach Cycle

Where a pupil is identified as having SEND, the Academy will 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, named the **Graduated Approach**. Within this cycle, early decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil to make good progress and secure good outcomes.

### Assess

Teachers will use a variety of assessments/approaches to build a picture of the child's needs and identify their main area of need. Advice is sought from SENDCo regarding appropriate assessments if necessary.

Assessments can come from teachers, parents/carers and outside agencies. Pupil and parent voice will also be shared during the assessment process.

### Review

Your child's progress will be reviewed at least every full term (three times a year).

Teachers will review the targets, provision and intervention in place, taking into account relevant assessment information, pupil voice and guidance sought from SENDCo if necessary.

Parents will be invited in for a review meeting, to discuss progress made, share their views and plan next steps moving forward.

It will then be decided if:

- The child needs to stay on the SEND register and continue to receive support. This will then feed into the next **Individual Target Plan**;
- Support needs to be intensified and an EHCNA needs to take place;
- The child can be removed from the SEND register.



### Plan

Following the consideration of all information gathered in the 'assess' stage, teachers will complete an **Individual Target Plan** alongside parents and pupils.

### Do

Teachers will deliver high quality teaching, with clear adaptations, to meet the needs of individual pupils and to support them to be able to access the learning and make progress.

Intervention will be planned in specifically, as identified on the pupil's **Individual Target Plan** and the class **Provision Map** to focus on key target areas.

Teachers will gather evidence of pupil progress with a rigorous approach to monitoring and evaluating the impact of interventions.



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## Tailoring the Curriculum to Meet Need

Each class teacher must provide Quality First Teaching to meet the needs of all children in their class. This style of teaching emphasises high quality, inclusive teaching for all pupils. High-quality teaching is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to move on in their learning.

If your child is identified as having Special Educational Needs and/or a disability it might mean that the support they require will be 'additional to or different from' the rest of the class in order for them to make progress. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to ensure progress is made at their required level.

At Waddington All Saints Academy, we believe that each child is unique and therefore we ensure that adaptations and reasonable adjustments are made to the curriculum to ensure their needs are met as fully as possible. These are monitored through class and whole school provision mapping to ensure progress is being made.

## Support for Pupils Social, Emotional and Mental Well-Being

Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our Academy has clear processes in place to identify and support children with social, emotional and mental health difficulties. We have a pastoral care team, who work closely with the SENDCo, teachers and LSAs/HNSAs in order to ensure that appropriate and effective support is put in place. We believe it is vital to listen to the views of our pupils, to support them with any difficulties they face and to ensure there are measures in place to prevent bullying.



## Involving Specialists (Outside Agencies)

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are carefully considered based on the pupil's area/s of need, the Academy will consider involving specialists, including those secured by the Academy itself or from outside agencies.

The pupil's parents/carers will always be involved in any decisions to involve specialists. Once specialist involvement has taken place, the discussions and outcomes, with any relevant reports will be shared with parents/carers and the staff that support the children the same way as any other SEN support.

Specialists include, but are not limited to:

Specialist/Outside Agency	Roles/Responsibilities
Educational Psychologist	It is the role of the Educational Psychologist (EP), who is a private consultant, to assess a child's special educational needs and to support and advise staff. This can refer to specific learning needs or social/emotional behaviour.
Specialist Teaching Team	The STT will visit school to support in the identification of specific areas of difficulty children may experience in their learning, including dyslexia. They work with children on a 1:1 basis to assess their needs and suggest strategies staff can implement to support them in class.
Working Together Team	The WTT will talk with staff to suggest strategies to support children who may be experiencing social and communication difficulties including Autism
Speech and Language Therapy	The SALT service are a team of therapists who are trained to give specialist assessments, advice and blocks of therapy for children with speech, vocabulary and/or communication difficulties.
Physiotherapy	The Physiotherapy service advise programmes to be used in school in order to develop motor control and movement in children
Occupational Therapy	The OT team give advice on equipment, adaptations and activities to support the learning/social development of children.
Sensory Education Support Team	The SEST service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment
Behaviour Outreach Support Service	The BOSS service offer support and advice to staff in mainstream schools who may deal with challenging behaviour. They meet with staff and parents to provide strategies to support children 1:1 in the school environment.
School Nursing Team	There are many nursing teams who advise and support school, including Specialist Nursing for Medical needs and Diabetic nurses
Paediatricians	Paediatric doctors specialise in the health and care needs of babies and young children. They can also offer diagnosis for children who may have a medical condition or additional need.
Children Adolescent Mental Health Service	CAMHS can support with a range of complex mental and emotional health issues, including: anxiety, depression, trauma, eating disorders and self-harm. Families can be referred by a medical practitioner



## Opportunities for Parents/Carers to Discuss Attainment and Achievement

We pride ourselves in a positive relationship with our parents and carers as we understand that you know your child best. Opportunities for formal discussion and feedback include:

You will be invited to attend Parents Evenings twice during the school year.

We have an open door policy which means you can speak to the staff working with your child.

You will be invited to attend meetings to review your child's targets and set new targets three times a year.

We will invite you to meetings with Outside Agencies where needed and appropriate.

You will receive a report about your child once per year.



## Accessibility Arrangements

### **How will the school meet my child's needs if they have a disability?**

- Appropriate adaptations and reasonable adjustments are planned for and put in place to ensure all children have access to a 'board and balanced' curriculum.
- No pupil will be excluded from any learning activity due to their impairment or learning difficulty
- Learning opportunities are effectively differentiated and the teaching styles are diverse.
- All members of staff work in a way to avoid the isolation of the pupil and will encourage peer tutoring/mentoring and collaborative learning.
- Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Alternative methods of responding or recording may also be planned for, where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources, such as ICT where this is appropriate.
- Extra-curricular activities are barrier free and do not exclude any pupils.
- A range of assessment procedures within lessons are available (such as taping, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

### **How will the school meet my child's medical needs?**

If your child has a particular medical need then please inform the class teacher and we will ensure all staff are made aware as necessary. Where appropriate, the child will be given a care plan to ensure their needs are clearly documented, support is appropriately recorded and any additional notes are written should the need for medical attention arise. We have a policy regarding the administration of medicines. All parents should contact the school office and complete a medication consent form if medicine recommended by a health professional is to be administered by school. All medicines are stored safely and appropriately.

All staff have a basic level of first aid training. Some staff also have a paediatric certificate of first aid. Should there be a specific medical need, the Academy will seek advice from the appropriate professional and ask for training as required.

### **How accessible is the school environment?**

*See also the Accessibility Plan*

At Waddington All Saints Academy we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school building is designed to allow full access for all pupils. The school has wheelchair access and the main entrance has an automatic door to allow access. There is a disabled toilet and shower room.

Where necessary, outside agency specialist advised and resources are fully integrated.

A risk assessment will be completed for any child who needs specific access arrangements or adaptations in school.



## Waddington All Saints Academy

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### Arrangements for SEND and Inclusion In-Service Training

- The SENDCo attends regular LEAD SENDCo meetings and professional development training to ensure knowledge and information is up-to-date in Special Needs Education and Inclusion. This also includes termly LCC briefings for updated information from the county council.
- Meeting additional need and inclusion foci are targeted each year through the Academy's long term goals and Academy Improvement Plan. In-service training and individual professional development is arranged and matched to these targets.
- In-house training provided for teachers, LSAs and HNSAs through staff meetings and inset days by the SENDCo to ensure approaches are embedded and consistent.
- All members of staff have access to professional development opportunities and are able to apply for/are guided to training for additional needs and inclusion where a need is identified either at an individual pupil or whole class/curriculum area level.

### Links with Other Settings and Transfer Arrangements

- Liaison with preschools, nurseries and child minders before children start school in Reception highlights any pupils that have identified additional need and are on the SEND register. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary, the SENDCo will arrange a further meeting.
- Class teachers of pupils joining from other schools will receive information from the previous school; if there is SEND information, the teacher/SENDCo will telephone to further discuss the pupil's needs.
- Pupils transferring from the academy to new schools will have a record that gives details of particular needs and additional provision made by the school. The child's SEN information and paperwork will then be sent to the new school.

### Complaints

- If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with their child's class teacher, who will put in steps to resolve the situation. This will be discussed in a meeting with the SENDCo in order to support the resolution.
- If the issue cannot be resolved within ten working days, the parent can submit a formal complaint to the Head Teacher in writing or in any other accessible format. The Head Teacher will reply within ten working days.
- Any issues that remain unresolved at this stage will be managed according to the Academy's Complaints Policy. This is available, on request, from the academy office.





## Waddington All Saints Academy

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### The SENDCo and SEND Governor

Our Academy SENDCo: Sophie Addison

#### **Role of the SENDCo**

- In our Academy, the SENDCo role runs alongside full time teaching responsibility.
- The SENDCo has an important role to play, with the Head Teacher and governing body, in determining the strategic development of SEND policy and provision in the academy.
- The SENDCo ensures compliance with national expectations.
- The SENDCo is responsible for the day-to-day operation of the Academy's SEND policy, ensuring that systems run effectively and information is shared efficiently with staff.
- The SENDCo supports teachers in identifying children with SEND, ensuring that they follow the procedures in place to identify and support children effectively. The SENDCo will ensure that the class teachers put additional support, adaptations and reasonable adjustments in place for pupils with SEND, with regular check ins and further support provided.
- The SENDCo monitors the progress of pupils identified as having SEND, liaising with teachers, support staff and outside agencies as appropriate.
- The SENDCo provides training and updates in expectations and SEND provision.
- The SENDCo ensures that all paperwork is completed effectively and timely, corresponding with the County Council and case workers.
- The SENDCo monitors and reviews the implementation of SEND provision, identifying changes and improvements as necessary and possible.

#### **Role of the SEND Governor**

Our Academy SEND Governor: Stacey Hone

There is an Academy governor identified as having a responsibility for SEND who will monitor the provision and outcomes for pupils with SEND. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

#### **Lincolnshire Local Offer**

For more information, please see the Lincolnshire Local Offer, at: <https://www.lincolnshire.gov.uk/send-local-offer>