



Wrenthorpe Academy

Special Educational Needs and Disabilities (SEND) Information Report

2020 -2021

Introduction

All academies in the Waterton Trust have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities. They are linked by the ethos that all pupils, regardless of their specific needs, should make the best possible progress in school. All academies are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in the mainstream setting wherever possible. At Wrenthorpe Academy we all work together to provide a secure, caring environment where everyone, whatever their age, ability, gender, race or background is valued. Expectations of all are high and the achievement of all is celebrated.

At Wrenthorpe Academy we believe that **all** pupils should be given the opportunity to reach their full potential in a secure and happy environment where they feel confident to try new things, learn new skills and develop their understanding. We match our curriculum to the learning needs of individuals and inclusion is at the core of everything we do. We place emphasis on helping pupils develop an enquiring and curious mind, which they use to take ownership of their learning. We strive to develop their imagination and give pupils a thirst for knowledge. We believe that through teaching pupils social and moral values we can encourage them to be thoughtful and care for themselves, others and the world around them.

This information is part of, and supports, Wakefield Local Authority's Local Offer.

What is the Local Offer?

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

For more information about the LA Local Offer click below:

<http://wakefield.mylocaloffer.org/Home>

How do I know the progress my child is making at school and how will you help me to support my child's learning?

Parent/teacher consultation meetings are held twice a year. At these meetings pupil's progress is discussed. The teacher will explain any individual needs that a pupil may have and what is being done to address them. A report is sent out at the end of the academic year where the achievements and progress of a pupil is outlined as well as an indication of suggested next steps in English, Maths and Science, which will aid further progress and could be supported by parents. Where a child is identified as having Special Educational Needs, further meetings are held termly with Class Teachers where their progress is discussed in greater depth. Suggestions will be given as to how parents can support their child at home. If you have any concerns you may make an additional appointment to speak to your child's class teacher.

How does Wrenthorpe Academy identify if my child has Special Educational Needs and may require additional help?

All children are monitored carefully by teachers and are discussed termly in Pupil Progress meetings with the Senior Leadership Team or in informal discussions about progress and attainment.

We look out for:

- When a child appears to struggle or seek additional support.
- When concerns are shared by parents/carers.
- A child making limited progress in comparison to peers.
- Sudden changes in a child's behaviour.

What does Special Educational Needs mean?

Children have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This means they have a significantly greater difficulty in learning than the majority of others the same age, or, have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Types of SEND

SEND is divided into 4 types:

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

For more information see the school's SEND Policy.

If I think my child has Special Educational Needs what should I do?

If you have concerns you should initially discuss them with your child's class teacher as they will know them best. If concerns remain you can make an appointment to discuss them with Mrs Sanders, the SENDCO (Special Educational Needs and Disabilities Co-ordinator). If necessary, the SENDCO would make a referral to an appropriate outside agency.

How will the school support my child and assess that they are making progress at their level?

The school makes a focussed response to the identified needs of the individual pupils. This will be implemented by the Class Teacher with the support of Teaching Assistants, where appropriate. If appropriate, the curriculum will be differentiated for individual needs and additional support will be put in place for particular initiatives to be carried out. Supporting Me To Learn Plans (SMTLP) may be provided to set targets for the child and to state what strategies will be used in school to support the child to reach those targets. School will meet with parents/carers to discuss their child's SMTLP. School may, with parents/carers permission, contact outside agencies for further guidance on how best to support their child. This information or advice will be included on the child's SMTLP. The SENDCO (Mrs Sanders) oversees the effectiveness of what is being done and the progress that the pupil is making will be assessed. There is a designated Governor for SEN (Mrs Stokes), who is in regular contact with the SENDCO to monitor the effectiveness of SEN support within school. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND and related policies.

How is the decision made about what type and how much support my child will receive?

The decision about how best to support your child is based on the needs of your child. The curriculum is differentiated to meet the needs of all children and is planned and delivered by your child's class teacher. After discussing your child's specific needs with you, the class teacher may take the decision to provide additional support if your child is not making the expected progress in any particular area. Decisions are made based on rigorous assessment and monitoring activities, which highlight the areas in which your child may need additional support. Interventions for pupils with SEND are planned to meet the needs of the pupils. These will be detailed on the child's Supporting Me To Learn Plan. The Class Teacher gets advice and support in deciding what approach to take from the SENDCO. These are evaluated termly to ensure they are having an impact on progress. If they are not then other approaches are planned for. The SENDCO may decide that specialist advice is needed. Guidance may be sought from outside agencies regarding the type of support provided for your child. The outcomes of all targeted support are closely monitored and reviewed.

How will I, as a parent/carer, be involved?

All parents/carers are given regular updates about their child through formal parent consultation evenings and reports and through informal conversations with the class teacher. If a child is identified as having Special Educational Needs then parents are given additional involvement. At Wrenthorpe Academy as soon as a child is identified as having Special Educational Needs parents will be informed and consulted. A Learner Profile will be created in consultation with the parent/carer, child and class teacher, to clearly detail what a child is good at, needs support with and how they can best be communicated with/involved in the additional planning for them. This is reviewed each year with the parent and new class teacher. A Supporting Me To Learn Plan will be created, detailing small targets to help the child move on with their learning. This is again, created with involvement of parents, detailing what is going well, what needs to improve and how parents can support the targets at home. This is reviewed at least once a term.

How will my child be involved?

It is important that the child is involved at each stage, at their level of understanding, of what is going to happen and why. They need to be given the opportunity to express their opinion and feel that it is listened to. The child will be involved in creating their Learner Profile at the start of each academic year. They will be involved in reviewing their Supporting Me To Learn Plan each term. This review would be carried out with a Teacher or TA that the child is comfortable with and would be done in a way that is appropriate for their age and development. In younger children they might sort pictures of items related to their targets into circles for what has gone well or not so well. Older children may give a verbal response.

How will the curriculum be matched to my child's needs?

All children receive 'Quality First Teaching' and a range of teaching styles are used and different learning styles are catered for. All lessons offer the appropriate challenge and support to enable your child to make progress. Assessment of your child's abilities will be used to identify the next steps in their learning. Your child's class teacher will plan differentiated work for your child to do as part of the whole class teaching and learning, in small groups or for them to do individually. Your child may participate in an intervention group such as 'Socially Speaking' or 'Fit To Learn' for a period of time. All interventions have a rigorous assessment procedure and progress and impact is monitored throughout as part of the assess, plan, do and review procedures. Teaching Assistants may be allocated to work on these programmes with your child either on a 1:1 basis or in a small group. If your child has a SMTLP, this will state specific targets that your child will work towards according to their area of need. The progress towards these will be monitored closely by the class teacher and the school SENDCO. If appropriate, specialist equipment may be provided for your child.

See Provision Map by SEN Category Across School as an example of the actions we can take to support pupils with SEND.

What sorts of Special Educational Needs does your school support?

Pupils with a wide variety of SEND have been supported at Wrenthorpe Academy including pupils with Hearing Impairment, Visual Impairment, Speech and Language Difficulties, Physical Difficulties and pupils on the Autistic Spectrum. Depending on the needs of the children we would call on the advice and support of a variety of Specialist Outside Agencies.

What Specialist Services and expertise are available at or accessed by the school?

Wrenthorpe Academy employs trained staff to educate and care for all children. Staff access a range of training opportunities throughout the year in key areas of the curriculum and also in identifying and supporting pupils with specific difficulties. Staff who lead Intervention Groups receive appropriate training to do so. Staff who deliver SALT, OT or Physiotherapy programmes also receive training from appropriate outside agencies. Some staff have access to 'Team Teach' training when necessary. Most staff are epipen and asthma trained. Specific medical issues are addressed as they arise e.g. diabetes training. Specialist training may be brought in to school to address specific issues.

Wrenthorpe Academy has access to a wide range of outside agencies that are available to offer consultancy and support, these are:

- Child and Mental Health Services (CAMHS)
- Future In Mind
- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Education Welfare Officer (EWO)
- Occupational Therapists (OT)
- Physiotherapists
- Speech and Language Therapists (SALT)
- School Nursing Team
- Sensory Impairment Team (Hearing and Visual)
- Social Services
- Communication, Interaction and Access Team (CIAT)

What services are available for parents/carers?

All of the above services are available to support parents/carers. In addition, parents/carers can also access support from Wakefield Early Support, Advice, Information and Liason Service (WESAIL).

For information on these services click on the link below:

<http://barnados.org.uk/wesail>

What are the school's admission arrangements for pupils with SEN or disabilities?

Admission arrangements can be found in our Admissions Policy. Our admission limits are 45 in each year group. In line with the Local Authority policy, if we are oversubscribed, priority is given to children with identified Special Educational Needs within the Local Authority and any Looked After children.

How accessible is the school environment?

We are happy to discuss individual access arrangements. The school is accessible for those with wheelchairs or those with physical walking aids, as the inside of school is on one level and there is a purpose built sloped walkway onto the school field and a suitable path to the playground. Toilet facilities are available to those who require more space or aid in toileting. There is a disabled toilet at the front of school in the Reception Area and another larger one in the Shared Area further into school.

How will my child be included in activities outside the classroom including school trips?

As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat children with difficulties and disabilities in the same way as every other child and will adapt activities to enable them to take part. Transport with wheelchair facilities can be booked where needed. Parents/carers are fully informed about trips and activities open to every child. Risk Assessments are carried out and procedures and additional measures, including extra support, may be provided to ensure full participation by all children. If it is deemed that a very intensive level of support is required, more than 1:1, a parent/carer may be invited to accompany their child. We have an Accessibility Plan written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.

How are the school's resources allocated and matched to pupil's Special Educational Needs?

Our SEN budget is allocated each financial year. The money is used to provide additional support or resources for all children who have been identified as having SEND. Through 'Provision Mapping', the SENDCO can plan how and where to apply the additional support e.g. with groups of children participating in specific interventions, staff training, the deployment of staff to work with individual children as required or on specialist equipment. The school may receive additional funding called 'Top Up' for children who have an Education Health Care Plan (EHCP), agreed through the EHC Panel for high cost pupils, commensurate with their level of need. This will be used to support the child named in the EHCP and is reviewed annually.

What support will there be for my child's overall well-being?

All children are supported socially and pastorally by a staff who know them well. Wrenthorpe Academy offers a wide range of activities within school, within the community and further afield, to support children's social and emotional development including educational visits, sporting and cultural events, visitors to school and events with other local schools. There are Behaviour and Anti-Bullying Policies which are adhered to by all staff. Wrenthorpe Academy has high expectations of children's learning and behaviour. Attendance and punctuality are closely monitored and good attendance is celebrated. The school has a Medicine Policy which supports parents/carers with the management of their child's medication within school. Where a child has a specific medical need, the school nurse can provide staff with the relevant training. Wrenthorpe Academy has trained First Aiders. It has rigorous safeguarding procedures (see the Safeguarding Policy).

How can I make a complaint and how will it be dealt with?

The first point of contact is generally the class teacher. It may be helpful to make an appointment as teachers are not always available after school due to other commitments. If after speaking to the teacher you still have concerns, you can also contact the school SENDCO, Mrs Sanders, who would be happy to answer any questions. Our complaints procedure states that any formal complaints should be addressed in writing to Mrs Coyle, Headteacher. We aim to address all concerns as swiftly as possible, ensuring positive outcomes for the children. For further information see our Complaints Procedure on the website.

How will information about my child be kept safe?

Regard must be given to the General Data Protection Regulation 2018. Managing the needs of pupils with SEND is very much a multi-agency approach and strict adherence must be given to the protection of data. Permission must be given by parents to data being shared with Outside Agencies. Data and information will only be shared with those who have permission to have it. Any data sent electronically will be encrypted. Hard copies of any SEND documents are kept in a locked filing cabinet. Records are passed on to receiving schools at the end of Year Six. The data will be handed over in person to the receiving school or collected by the receiving school, where possible, and a form will be signed by the person receiving the information to acknowledge receipt. All staff are aware of the need for confidentiality and receive regular reminders of this.

How will the school support my child in making the transition to a new school?

When a pupil with Special Educational Needs is due to transfer to a new school the Class Teacher, involved Teaching Assistants and the SENDCO will have meetings with representatives from the new school to explain the needs of the child and approaches that have been used to aid progress. There is a clear Making Transition Work Policy in place which supports all transition points throughout school. Visits for children entering Reception are

arranged for pupils starting each September. All children take part in a Transition Morning in the summer term as part of getting ready for September, spending a morning in their new classroom with their new teacher. All children are discussed with their receiving teacher/school before the end of the summer term. A pupil in Year Six with SEND or a pupil who is considered to find moving to Secondary School difficult, would have, where appropriate, a Pupil Centred Transition Meeting. Parents and involved adults are invited to a meeting where the pupil is able to explain for themselves, their areas of strength and where they may need support. A plan to aid transition is created with, for example visits to the new setting being planned for. Other pupils may just go for extra visits. All Year Six pupils would be involved in work preparing them to move to their next school during the second half of the Summer Term.

Who can I contact for further information?

Parents of pupils with Special Educational Needs who are considering sending their child to Wrenthorpe Academy can contact the SENDCO, Mrs Sanders (MA Special Educational Needs), through the school office: 01924 378001. Appointments for visits can be made. You will have the opportunity to discuss your child's specific needs and to ask any questions relating to your child's education.

Further information is available in the:

- **Special Educational Needs and Disabilities Policy**
- **Anti-Bullying Policy**
- **Behaviour and Discipline Policy**
- **Making Transition Work Policy**