

# Witton Park

## Academy

**SEN INFORMATION REPORT JUNE 2018**

## 1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

### **Aims:**

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

### **Objectives:**

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the [SENCO, Learning Support Team and Deputy Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the Academy alone. Witton Park Academy receives further support from Inclusion Support Team, Education Psychology Service, Speech and Language Therapy, East Lancashire Child and Adolescent Service (ELCAS)
- Create an Academy environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults and carefully monitoring the progress of all pupils at regular intervals. The tutor community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in Academy life (e.g.

membership of the Student Council, affiliation with sports teams and other clubs).

## 2. What kinds of special educational needs do we make provision for in our school?

Witton Park Academy is a fully inclusive school which is committed to providing an education to meet the needs of all students. We cater for all pupils within the four key areas of Special Educational Needs; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical Needs.

We also have strong links with Newfield School and our students work closely with a cohort of students from Newfield.

We seek advice and guidance from the Inclusion Support Service with regards to Visual Impairment, Hearing Impairment, Autism, Speech and Language. We also have excellent relationships with occupational therapy, consultant paediatricians and the speech therapy team.

The Academy employs an Educational Psychologist who assesses students and provides advice and strategies to support the progress of students. The Academy also has a full time School Counsellor.

We employ a Lead Teaching Assistant for Nurture who is qualified to deliver the Nurture Programme and work with students identified as having social and emotional difficulties

### 3. How does our school know if your child needs extra help?

All our students' progress is monitored and tracked on a half termly basis.

On entry to Witton Park Academy students complete the following assessments:

- New Group Reading Test
- Single Word Spelling Test
- Cognitive Ability Tests.
- British Vocabulary Test

We also analyse primary transfer documents and the National Curriculum KS2 test results.

All students undertake the New Group Reading Test and Single Word Spelling Test each term alongside Faculty subject based half termly assessments.

If the results of the tests alert us to low attainment profiles or other discrepancies the school will implement an intervention plan. Parents / student and the school work closely together in a process where we 'Plan, Do and Review.' The Academy envisages that this process will occur three times a year and will follow a structured conversation process.

### 4. Who can you speak to at our school if you think your child may have special educational needs?

Parents should contact the school SENCO or the child's Form Tutor / Year Manager.

Parents can contact the SENCO by email or phone. (edavis@wittonpark.org.uk, 01254 264551)

All concerns are taken seriously and the SENCO will organise assessments internally and externally if needed.

The SENCO will ensure that Parents / carers are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in the reviewing of how they are doing
- Included in planning ahead for them

#### 5. How do we know what progress your child is making and how will we keep you informed?

Your child's progress is continually monitored by: teachers, Year Mangers, Curriculum Leaders and the Senior Leadership Team His/her progress is reviewed every term and levels are given in subject areas as well as information on: attendance, behaviour for learning and attitude to learning

Children who have SEN Support will have a 'Plan Do and Review' Meeting three times a year.

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the Academy SEN Register. The aim of formally identifying a pupil with SEN is to help the Academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess

In identifying a child as needing SEN support the subject teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the

individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

When it is decided to provide a student with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, Year Manager, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of the student's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The tutor, Year Manager and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### Review

Reviewing pupil progress will be carried out at termly through academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCO will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

The progress of children with a statement of SEN/ EHC Plan / IPRA is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual intervention programmes that they take

part in, through regular meetings with the staff delivering the programme and Curriculum Leaders.

A range of ways will be used to keep you informed, which may include:

- Home/school book
- Letters/certificates sent home
- Additional meetings as required
- Reports

6. How will our school support your child and how will the teaching be adapted to meet their needs?

At Witton Park Academy all students have access to outstanding quality first teaching and the curriculum is adapted to meet the needs of the child.

**The Role of the SENCO**

- Coordinating all the support for children with Special Educational Needs (SEN) and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, ASD Outreach etc.
- Liaising with the Local Authority SEN Department where appropriate
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware of and confident about how to meet the needs of your child and others within our school.

**Classroom Teachers**

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

**Teaching Assistants**

Teaching Assistants are based in Faculties and also support students on a one to one basis as well as in groups

**Faculty Interventions**

Your child's teachers will have carefully checked on your child's progress and may have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers.

Faculties will plan group sessions for your child with targets to help your child to make more progress.

### **Learning Support Interventions**

A Lead Teaching Assistant will deliver sessions to support the progress of students completing courses such as:

- Corrective reading
- Catch Up Literacy
- Speech and Language
- Fine / Gross Motor Programme
- Read Write Inc.
- Spelling Programmes
- Nurture
- Social Skills Groups

### **Teaching**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teacher's modified/adapted planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs and increase your child's access to what is on offer.

Students are placed in sets and the lessons are planned to allow all students in every class to reach their potential.

Through the Academy's Teaching and Learning Communities, staff are trained to adjust their teaching to adapt to the needs of the child. This may be by differentiating resources used, task given or setting of the activity. The school building is designed to allow flexible of classroom layout and students can be encouraged to work in smaller groups within the same learning area with support where required.

## 7. How are decisions made about the type and how much support my child will receive?

If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- A group or individual work with outside professional

The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.

If your child has an IPRA / Statement or EHC will work closely with parents / guardians and students to advise on the most suitable support that produces the best outcomes.

8. How will our school help you to support your child's learning?

We actively encourage you as a parent to be involved with your child's learning. The school holds a number of parental engagement days throughout the year. Parents of children with SEN are also invited in to a Key Working Training Session designed to support parent and school in the learning of the child. This session is underpinned by the principles of Early Support.

Subject teachers/Year Managers may suggest ways of how you can support your child alongside homework activities. If outside agencies or the Educational Psychologist has been involved suggestions and programs of study provided by them may be available for use at home. We also run a number of training sessions for parents throughout the school year which are published on our website.

9. What specialist services and expertise are available or accessible through our school?

We work very closely and effectively with a number of agencies to support students:

- Therapy services including physiotherapy, occupational therapy and speech and language
- Advisory teachers within the inclusion support service
- Educational Psychology Team
- SEN Team
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- GP's / Paediatricians
- School Counsellor

10. How are the staff in school supported to work with children with special educational needs and what training do they have?

The Academy holds regular training for teachers and support staff. For example on areas of:

- Speech and Language
- Social, Emotional and Mental Health
- Behaviour
- Autism
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Visual Impairment
- Hearing Impairment
- Physical Difficulties
- Dyspraxia
- How to use Teaching Assistants Effectively

11. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?

- Parking facilities available
- Entrance where parents can wait for children
- Pupils with SEN have entrance and exit accessibility
- Specific drop off and pick up points for SEN students (as appropriate)
- Students actually handed over to parents where necessary

The Academy offers a breakfast club to all students in Years 7 and 8. The Learning Support Area is open from 7.45am and there is a breakfast club and an area to complete homework, which is supervised by teaching assistants.

At break time and lunchtime the learning support area is supervised and offers a wide range of activities to engage students. The Learning Resource Area is also open at break time and lunchtime.

The Academy itself offers a variety of clubs at lunchtime and after school such as:

- Arts Club
- Science Club
- Netball
- Badminton
- Geography Club
- Football
- Choir
- Drama Club
- School Productions
- School Council
- Duke of Edinburgh
- Maths Club

- Interventions for Subjects
- Homework Clubs
- Newfield Link

The Academy is also working closely with Youth Action and students can volunteer to take part in activities that are run by them

## 12. How will our school support your child's overall wellbeing?

The Academy provides an outstanding pastoral support team. Year Mangers and Form Tutors regularly monitor attendance, punctuality and behaviour. Staff and students value the supportive relationships in the Academy. The mutual respect supports a happy and caring learning environment. The Academy prides itself on the excellent teacher / student relationship.

During PIXEL Edge sessions all pupils follow a scheme of work regarding disability and bullying.

At the beginning of every academic year all pupils on the SEN register fill out an All About Me document. Together with a member of staff they identify areas of strength and weakness and targets to work towards. These documents are reviewed throughout the year in meetings with staff and adjustments made.

Student Voice is extremely important, the student council are also responsible for making sure that all students have a voice and feel confident in raising issues that are important. All students are eligible to take part in student council through an application process. SEN students can access support with this application process if required.

There is a full time member of staff allocated to Student Services to support students. The Academy employs a full time Educational Welfare Officer and Attendance Officer. They meet with Year Managers on a weekly basis. SEN students are monitored closely for attendance issues and the SENCO kept informed of any attendance issues. The SENCO then works closely with the Attendance Officer and Year Manager to encourage improved attendance and look at how any issues around attendance can be rectified.

The Academy also employs two Behaviour Support Co-ordinators to monitor behaviour in school making sure students are engaging in school and are supported.

13. How accessible is our school both indoors and outdoors for children with special educational needs?

Our school is fully accessible with dedicated disabled parking bays and full access to the school. Internally we have a three lifts, specialist changing facilities and toilets. Please see the Accessibility Policy.

14. How does the school evaluate the effectiveness of the SEND Provision it provides?

Every student who has an IPRA, Statement or EHCP has an Annual Review where provision is discussed, analysed and modified if necessary. All students on the SEN register also take part in the Plan, Do, Review cycle twice a year where their progress is discussed with them individually and the provision they receive discussed.

At the end of every report cycle the assessment data for SEND students is also analysed and progress is tracked. When necessary this allows us to alter the provision provided and put more or less intervention/support in if necessary. We also analyse the interventions a student receives and their effectiveness.

A report of SEN provision is also provided to SLT and Governors on a regular basis.

15. What is the school's admission policy?

The full school Admission Policy can be found on the Academy website.

Admission to Witton Park Academy will be made in accordance with Blackburn with Darwen LA's co-ordinated admissions arrangements and will be made on the Common Application Form provided and administered by the child's home LA.

**Admission criteria in the event Witton Park Academy is oversubscribed**

Where the number of applications is greater than the published admission number, all applications will be considered equally and against the criteria set out below.

Children with either an education, health and care plan or a statement for special educational needs for whom the Academy is named in the plan/statement will be admitted first.

Children with SEND will be supported on their transition to the Academy and where appropriate a phased transition package will be put together in conjunction with primary school/previous provision.

**16. How will our school prepare and support your child when joining our school and when transferring to a new school?**

The Academy works closely with all the feeder primary schools. The SENCO or Assistant SENCO will attend all Year 6 Annual Reviews and any transition meetings. The SENCO will also attend the primary school to meet the Year 6 teacher and the primary SENCO to discuss academic ability and other information

The SENCO organises a MOTHS Programme (Moving on to High School) whereby teaching assistants deliver four sessions in the primary school and one session in the Academy.

Students who are identified as needing extra support will be allowed to attend taster sessions and we also hold 'Getting To Know You Days'. SEND students may also be offered an extended transition programme starting in Year 6 with a scaled approach to starting school in Year 7.

In Years 8, 9, 10 and 11 all students with SEND have access to Careers Advice. The Academy liaises closely with colleges and will attend taster sessions with the students. The learning support staff will also attend interviews with colleges and the student where necessary.

#### 17. Who can I contact if I have a complaint?

If you have any concerns regarding your child whilst at Witton Park Academy your first point of contact should be your child's Form Tutor or Year Manager.

If you have concerns regarding the SEN provision in place for your child please contact

Emma Davis – SENCO

Mahreen Akhtar – SEN Manager

If you would like to make an official complaint please refer to the Complaints Procedure which can be found on the Academy Website.

18. Who can you contact for further information?

Emma Davis – SENCO

Mahreen Akhtar – SEN Manager

If you have concerns relating to the school provision, please speak to the Head Teacher or SENCO.

Our Governing Body has a designated SEN Governor, Ehsan Raja, responsible for reviewing practice and supporting the SENCO.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)

Review – June 2017