

SEN Report

Questions referenced to the SEN (Information) Regulations (Clause 65)	2018-19
DECISIONS ABOUT WHETHER A STUDENT HAS SEN	
<p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<p><i>At Wybers Wood Academy children are identified as having Special Educational Needs or a Disability(SEND) through a variety of ways:</i></p> <p>as a school we will know through-</p> <ol style="list-style-type: none"> 1. Liaison with previous school/setting 2. Conversation: with parents/carers through our open door philosophy and/or with staff following concern being raised re-academic and other progress 3. Foundation Stage Assessment 4. Continual, consistent rigorous tracking including: <ul style="list-style-type: none"> (i) Assessing Pupil Progress using the Delta RAG system (ii) internal assessments such as NFER 5. Liaison with external agencies e.g. medical professionals 6. Identification through agencies; for example CIN Need (CIN), Family First Access Point (FFAP) Cluster Single Assessment Meeting (CSAM) <p>as parents you will know through-</p> <ol style="list-style-type: none"> 1. Speaking to the class teacher or other staff within the school setting 2. Liaison with external agencies 3. Identification through CIN, FFAP, CSAM for example

<p>How is the decision made about how much individual support pupils will receive?</p>	<p><i>The decision is usually made by the class teacher in consultation with learning support staff, Inclusion team, Vice Principal, Principal and other professionals involved as necessary.</i></p> <p><i>Parents are consulted and invited to attend meetings</i></p> <p><i>Parents will receive copies of reports and Personal Learning Plans (PLP).</i></p>
<p>SUPPORT FOR LEARNING AND WELL-BEING</p>	
<p>How does the school support pupils with special educational needs</p>	<p><i>Staff use a graduated response when assessing a child. (see Appendix 1). Initially planning is produced which incorporates a pupil's personal objectives into a combination of First Wave Teaching and intervention programmes as appropriate.</i></p> <p><i>Pupils with SEND needs are supported by the school, this support is managed by the Vice-Principal and involves all the staff within Wybers Wood Academy.</i></p> <p><i>Parents receive information about their child through parents evenings, open afternoons, one to one meetings which are initiated as needed by the staff, and by parents being able to make an appointment through the school office at any time.</i></p> <p><i>The Academy Advisory Board (AAB) is updated termly by the Principal and reports from the SENDCo. They are responsible for supporting and challenging the information they receive.</i></p>
<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p>	<p><i>Pastoral files are held on the system CPOMS: an online system which allows all those involved with pupils at the school to record any relevant information. CPOMS holds records of all medical, behavioural, social, emotional issues regarding school and home for each child. The system is controlled by password with only named SLT members and the Senior</i></p>

Learning Mentor having access to all information This information can then immediately be shared electronically as required. Issues arising will be taken up by the appropriate personnel as directed by SLT.

Each child elects a HEAR partner who can be any member of the school staff apart from the Learning Mentors and the Principal; children can ask to see their HEAR partner as needed to discuss any issues they may have.

HEAR partners are reviewed regularly.

The school has a number of staff who are qualified First Aiders including lunchtime supervisors. There is a system in place to record the administration of any medication or accidents and all medicines are held in a secure, designated place within school. A designated member of staff is responsible for managing and checking the medical supplies each week. Children with ongoing medical conditions have health plans and any child may be given a risk assessment to support their attendance in school either temporarily or on a longer term basis.

Wybers Wood Academy is an inclusive school. We have clear, transparent Behaviour and Safeguarding policies which support both our staff and pupils in managing behaviour.

All staff are responsible for supporting pupils with their behaviour within the school setting.

All children and staff are aware of and responsible for the implementation of the Delta Academy Trust Behaviour Policy and consequence system.

When required pupils may have an Individual Behaviour Plan (IBP) to support their learning.

Attendance is monitored daily by a member of the office staff. Parents will be contacted on the first day of any child's absence. Absences are reviewed regularly and the academy has access to an Educational Welfare

	<p><i>Officer employed locally by Delta to support when necessary. Close liaison with parents is maintained and if concerns are raised may lead to home visits or other actions as are deemed necessary.</i></p> <p><i>The School Council are involved in developing the Behaviour Policy and pupils' views are regularly sought through consultation between class councillors and the wider school.</i></p>
<p>PROGRESS, PLANNING AND KEEPING PARENTS INFORMED</p>	
<p>How will parents know how their child is doing?</p>	<p><i>Parents are kept informed of how well their children are doing through a mid-year report. Each term there are parents' evening with individual appointments. In addition other meetings may be arranged by staff or requested by parents as required.</i></p> <p><i>Staff are constantly monitoring progress and updating the tracking systems to inform future planning. The Delta RAG system is used at all times and progress is updated regularly by class teachers.</i></p> <p><i>As part of the mid year reports parents are informed of their child's progress. At parents' evenings levels, progress and attainment may also be discussed.</i></p> <p><i>There are informal opportunities on a daily basis for parents to talk to staff as children enter or leave. If more regular contact is required other strategies such as texts or a home school book may be used.</i></p>
<p>How are parents involved in discussions about planning for their child's education?</p> <p>How are children able to contribute their views?</p>	<p><i>Parents' /carers' views are canvassed through questionnaires and meetings as and when appropriate.</i></p> <p><i>Parents/carers are encouraged to participate in all aspects of school life e.g. accompanying educational visits, hearing readers, support in class, helping to run a club.</i></p> <p><i>Children's views are sought through class discussion and through the work of the School Council</i></p>

	<p><i>When a child is part of the Graduated Response process the parent/ carers and child will be consulted at each step to ensure that they are aware of issues and can help to offer solutions and support.</i></p>
<p>PROVISIONS, RESOURCES & SERVICES</p>	
<p>How is learning and development provision matched to individual pupils' needs?</p>	<p><i>Differentiation, which incorporates all aspects of academic and social, moral, spiritual and cultural (SMSC) education, is encouraged at all times. This helps all children by providing them with appropriate activities which support their learning and emotional development.</i></p> <p><i>Wybers Wood Academy is an inclusive school and we develop and nurture the whole child. The school employs a flexible approach to ensure each individual is able to access all aspects of the school's day.</i></p>
<p>How are the school's resources allocated and matched to pupils' SEN?</p>	<p><i>The school's SEND budget is allocated to providing resources to support the progress and attainment of all.</i></p> <p><i>The SEND budget is managed by the Principal and Delta.</i></p>
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<p><i>The school employs two full time learning mentors. There is also an HLTA for SEN. Within the learning support staff there are a range of areas of expertise including ASD, Auditory Impairment, Dyslexia, Team Teach and Scotopic Sensitivity.</i></p> <p><i>The school also accesses support from the local authority Specialist Advisory Service, the local authority educational psychologist, ETPD,ETHV and other specialist support services as required.</i></p> <p><i>Wybers Wood Academy also accesses a range of other specialist services through FFAP, CIN and Child Protection meetings.</i></p>
<p>How accessible is the school / academy environment?</p>	<p><i>The school is wheelchair accessible and there are designated disabled toilets in EYFS,KS1 and KS2 plus appropriate changing facilities.</i></p>

<p>(n.b every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<p><i>For pupils whose first language is not English letters can be translated if necessary. For all meetings and other communication the school would support parents in finding an appropriate person to support them with translation.</i></p>
<p>How are pupils included in activities outside the classroom including trips?</p> <p>(n.b the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)</p>	<p><i>All pupils with SEND are able to access all of the school's activities, the school will assist individual pupils on a needs-led basis.</i></p> <p><i>Parents are consulted by staff in planning activities and educational visits to ensure reasonable adjustments are put in place.</i></p>
<p>STAFF TRAINING</p>	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have?</p> <p>(n.b under the SEN Code of Practice legislation, schools/academies Need to offer high quality professional development and training to the work force.)</p>	<p><i>All learning staff are qualified to at least NVQ level 2. In addition the academy provides continual professional development and training.</i></p> <p><i>Staff will receive additional SEND training as required to ensure they can support individual pupil's needs.</i></p>
<p>TRANSITIONS</p>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<p><i>Pupils are offered a tour of the school, usually with our senior learning mentor, before joining the school. Dependent upon the needs of the child transition will be carefully planned after consultation between staff, parents and previous school or setting. Pupils who are joining our Foundation Unit at the beginning of the school year will have been offered a range of opportunities, both with and without their parents/carers, to participate in a range of activities and meetings.</i></p> <p><i>Pupil files and information will be shared with new schools upon transfer. When children are moving on from Year 6 the academy engages fully with all feeder school transition.</i></p>

	<p><i>The academy also participates in a wide range of events and activities across the area providing our children with opportunities to experience other settings/schools and to meet potential future classmates.</i></p>
<p>FURTHER INFORMATION</p>	
<p>Who can parents contact for further information?</p>	<p><i>Prospective new parents can contact the school or North East Lincs Schools' Admissions office should they wish their child to attend Wybers Wood Academy.</i></p> <p><i>The class teacher is always the first point of contact for any conversations between the school and the parents.</i></p> <p><i>If parents are unhappy with the class teacher's response or feel that they would rather talk to someone else the school learning mentors are available to take calls and support parents in finding the appropriate person to see.</i></p> <p><i>Complaints about the school should be addressed to the Principal.</i></p> <p><i>Complaints about the Principal should be addressed to the Chairperson of the AAB.</i></p> <p><i>The school works closely with all local agencies. Parents are encouraged to use Special Educational Needs & Disability Information & Advice Support Service (SENDIASS) and other mediation services as appropriate. Contact details for these are readily available in our school office and will be suggested to parents where needed.</i></p>