

SEND Information Report

Questions referenced to the SEN (Information) Regulations (Clause 65)	2024-2025
DECISIONS ABOUT WHETHER A STUDENT HAS SEN	
<p>How does the school know if children need extra help and what should parents/carers do if they think their child may have special educational needs?</p>	<p>Concerns about a child’s wellbeing and progress are highlighted from any of the academy stakeholders.</p> <p>There is a clear referral system within the academy which requires specified areas of concern, learning or behaviour and what interventions via quality first teaching have already been put in place.</p> <p>Parents can make an appointment to see the SENCD0 at any time to discuss concerns and a way forward and if further professional diagnostic investigation is appropriate.</p> <p>Regular progress meetings (RAGs) ensure early identification of additional needs.</p> <p>Termly planning liaison with specialist consultants in educational needs.</p> <p><u>Parental Action</u></p> <p>First point of contact is class teacher via the open-door policy.</p> <p>SENCO/Head of Academy is available by appointment.</p>

<p>How is the decision made about how much individual support pupils will receive?</p>	<p>The decision is usually made by the class teacher in consultation with learning support staff, Inclusion team, SENDCo, Head of Academy and other professionals involved as necessary.</p> <p>Parents are also consulted and invited to attend meetings.</p> <p>Parents will receive copies of reports and Graduated Response Plans (GR)</p>
<p>Who should I contact to discuss any questions or worries I have?</p>	<ul style="list-style-type: none"> • Your child's class teacher in the first instance. • Mrs Teresa Rouse – Head of Academy and Acting SENDCo • Mrs Tamara Haigh- HLTA First Aider • Mr Luke Ballantyne – HLTA First Aider • Miss Sarah Cumberland – Senior Learning Mentor and DDSL • Mrs Francesca Smith – Licensed Thrive Practitioner.

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SUPPORT FOR LEARNING AND WELL-BEING

How does the school support pupils with special educational needs

Staff use a graduated response when assessing a child. It contains bespoke targets and actions to support the child.

School work very closely with outside agencies such as Compass Go, the Specialist Advisory Service, Educational Psychologists and the local authority and Delta SEN support teams.

Adaptations are made in all lessons where appropriate to enable all pupils to access their learning.

Staff have access to continual professional development to help them support any pupils in their class with SEN.

Screening tools such as dyslexia and scotopic can be used.

Parents/carers receive information about their child through parents'/carers evenings, open afternoons, one to one meetings, which can be initiated as needed by the staff, or by parents/carers making an appointment through the school office at any time.

The Academy Advisory Board (AAB) is updated termly by the Head of Academy and reports from the SENDCo. They are responsible for supporting and challenging the information they receive.

What mechanisms are in place for supporting pupils' overall wellbeing?

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.

Some children are screened using the SEMH Spot Tool which then suggests relevant support to address any concerns.

Compass Go work very closely with the academy. Monthly link meetings help to identify any pupils in need of well-being support.

Cudox play therapy can be accessed for some pupils identified with high needs of well-being support especially if affected by trauma.

We are a Thrive school. Each class has a Thrive profile which is updated termly. Every child accesses our beautiful Thrive room. Some children will have a 1:1 Thrive profile and will receive bespoke support from our learning mentors.

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

The school has a number of staff who are qualified First Aiders and Mental Health First Aiders including lunchtime supervisors. We also have three paediatric first aiders.

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. If a child requires medication during the school day the parent or carer must contact the school office and complete a Medical Form. A designated member of staff is responsible for managing and checking the medical supplies each week. Children with ongoing medical conditions

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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 and their well-being.

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

The school uses a whole school PSHE curriculum called Jigsaw. This comprehensive scheme provides and supports the Personal, Social, Health and Economic (PSHE) education of the pupils through lessons and assemblies.

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 weekly and support put in place if required.

The School Council (Junior Leadership Team JLT) are involved in developing the Behaviour Policy and pupils' views are regularly sought through consultation between class councillors and the wider school.

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

<p>How will parents/carers know how their child is doing?</p>	<p>Parents/carers are kept informed of how well their children are doing through an annual report.</p> <p>If a child is on our SEN register, parents/carers will have a termly meeting with the class teacher to review last term's targets and to set new ones. Parent/carer voice forms part of the Graduated Response plan.</p> <p>Each term there are parents' evenings with individual appointments. At parents' evenings levels, progress and attainment will be discussed. In addition, other meetings may be arranged by staff or requested by parents/carers as required.</p> <p>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.</p> <p>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.</p> <p>EHCP annual reviews</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>Parents' /carers' views are canvassed through questionnaires and meetings as and when appropriate.</p> <p>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.</p> <p>Graduated Response plan reviews are completed in collaboration with parents/carers.</p>

	<p>Half-termly parent/carer SEN drop in sessions.</p> <p>Regular messages on Seesaw signposting parents/carers to support.</p> <p>Children's views are sought through class discussion and through the work of the JLT.</p> <p>Graduated Response plans have a section for pupil voice, and these are updated termly.</p>
PROVISIONS, RESOURCES & SERVICES	
<p>How is learning and development provision matched to individual pupils' needs?</p>	<p>Adaptations, 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.</p> <p>Quality First Teaching is considered essential.</p> <p>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.</p>
<p>How are the school's resources allocated and matched to pupils' SEN?</p>	<p>The school's SEND budget is allocated to providing resources to support the progress and attainment of all. It is used for resources, staffing and training and any specific needs.</p> <p>The SEND budget is managed by the Head of Academy.</p>
<p>What specialist services and expertise are available at the school or accessed by the school?</p>	<p>The school employs two full time learning mentors. Within the learning support staff there are a range of areas of expertise including ASD, Auditory Impairment, Dyslexia, Team Teach and Scotopic Sensitivity.</p> <p>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.</p> <p>Wybers Wood Academy also accesses support from Compass Go and Cudox Therapy.</p>

	<p>We have recently been part of the local Autism in Schools project and are currently being supported through Springboard Outreach to assist with some of our autistic pupils.</p> <p>Staff complete regular courses and training in specific areas to help them with pupils in their class.</p> <p>School nurse referrals are available.</p>
<p>How accessible is the school / academy environment? (every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).</p>	<p>The school is wheelchair accessible and there are designated disabled toilets in EYFS, KS1 and KS2 plus appropriate changing facilities. For pupils whose first language is not English, letters can be translated if necessary and Seesaw has a translate tool. For all meetings and other communication, the school would support parents in finding an appropriate person to support them with translation.</p>
<p>How are pupils included in activities outside the classroom including trips? (n.b the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips)</p>	<p>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 and formulate risk assessments if needed.</p> <p>Parents are consulted by staff in planning activities and educational visits to ensure reasonable adjustments are put in place.</p>
STAFF TRAINING	
<p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (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>Staff receive additional SEND training as required to ensure they can support individual pupil's needs. This may be in person or via Educare. SENDCo attends all SEN network meetings.</p> <p>We have been involved in the Autism in Schools project. All staff have received React training (de-escalation strategies). We are a Thrive school.</p> <p>SEN training is on the staff meeting agenda every half term. Some staff have received diabetes and cortisol training.</p>
TRANSITIONS	

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?

Pupils are offered a tour 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.

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.

The academy has full transition plans for moving from Foundation Stage to Key Stage 1, Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 3.

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.

FURTHER INFORMATION

Who can parents contact for further information?

Prospective new parents can contact the school or North East Lincs Schools' Admissions office should they wish their child to attend Wybers Wood Academy.

The class teacher is always the first point of contact for any conversations between the school and the parents.

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.

Complaints about the school should be addressed to the Head of Academy and our complaints policy is on the website.

Complaints about the Head of Academy should be addressed to the Chairperson of the AAB, Mrs Janet Wood.

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 website and will be suggested to parents where needed.