

Wayland Academy Special Educational Needs and Disabilities Report 2020-21

1. Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain roles and responsibilities of everyone involved in providing support for students with SEND
- Ensure students and parents know the process to contact the SENDCo when required

2. Legislation and guidance

- The information report is based on the statutory Special Educational Needs and Disability (SEND) Codes of Practice in addition to The Children and Families Act 2014 (Part 3) and The Special Educational Needs and Disability Regulations 2014.

3. Definition

- A student has Special Educational Needs if they have a learning difficulty. They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age.

4. Roles and Responsibilities of the SENDCo

The SEND Coordinator is Luke Corden

Her responsibilities are to:

- Demonstrably accelerate the progress of all SEN students
- Assess and identify students with barriers to learning
- Design and implement appropriate programmes to meet the needs of our SEN pupils
- Monitor and evaluate the implementation and impact of any SEN related programmes
- Work with our teachers in leading the development of the most effective teaching approaches for pupils with identified barriers to learning
- Being a role model for staff with regards to supporting SEND students
- Supporting staff through visits to lessons
- Adopting an “open door” policy towards all staff
- Input into CPD/INSET opportunities
- 1-1 (or group) support of staff on all matters of SEN as appropriate
- Lead and deploy the Learning Support Assistants according to student need so that they accelerate progress and attainment
- Regularly meet with line manager to update on SEND developments and student progression (referring to individual students, local updates and national level changes)

- Regularly meet and establish cohesive relationships with parents, ensuring effective communication between home and school.
- Keep up to date records on all SEN students to ensure that the most effective strategies are identified and in place
- Liaise with external agencies, where appropriate, to ensure coherence and appropriate transparency of intervention
- Create a climate for learning within teams and support the notion that all teachers are also learners.

5. The SEND Governor

The SEND Governors are Claire Schofield

The responsibility of the SEND Governors is to:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality of effectiveness of SEND provision at Wayland Academy

6. The Principal

The Principal is Glen Allott

The responsibility of the Principal is to:

- Work with the SENDco and SEND Governor to determine the strategic development of the SEND policy and provision in the school.

7. Subject teachers

- Each subject teacher is responsible for the progress and development of every student in their class and for working closely with support staff to plan and assess the impact of support and interventions linking to classroom teaching.
- Staff members are able to refer any student to the SENDCo they feel is displaying learning difficulties.

8. Types of SEND provided for

Wayland Academy currently provides additional and/or different provision for a range of needs, including but not limited to:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional Mental Health (SEMH)
- Sensory and/or Physical Needs (S/PN)

9. How SEND is identified

We will assess each student's current skills and levels of attainment on entry. We will seek information from parents, previous settings and information from other professionals. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

10. Consulting with students and parents

Parents are involved in the discussion before we place a child on the SEND register, this is usually carried out by a telephone call and in some cases a face to face meeting. This meeting allows our SENDCo to go through why we are looking to place their child on the SEND register and the interventions that will be provided for their child as a result of this.

11. Adaptation to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Provision of specialist equipment
- Seating plans
- Use of laptops, coloured overlays, visual timetables, larger font, etc.
- Access to e-learning
- Exam access arrangements where necessary (extra time, readers, scribes, use of assistive technology, rest breaks)

12. SEND Team

- SENDCo
- Full-time Assistant to the SENDCo
- 3.5 FTE Learning Support Assistants
- 1 x HLTA in training

13. Track and Monitoring the effectiveness of SEND provision

We track by:

- using Class Charts to ensure teachers are aware of the SEND students in their classes
- using Provision Map to create Personalised Learning Plans (PLPs) for students that have an EHCP or EHCP pending
- Conducting a termly meeting lead by the SENDCo to review the SEND register
- Gathering feedback from teachers and professionals in relation to the impact the intervention has on their learning

We evaluate by:

- Weekly monitoring of behaviour and attendance for students with SEND
- Holding annual reviews for students that have an EHCP
- Conducting standardised assessments of pupils in key areas
- Writing and presenting an annual report to governors

14. Working with other agencies

We regularly work closely with the following external agencies to secure support for our students:

Educational Psychologists
Virtual School for Sensory Support
NHS professionals CAMHS
Travelling Children's services
Point 1 Counselling service
Benjamin Foundation
Rose Project
Matthew Project
Acorn
EAL support services
Norfolk Constabulary
Alternative providers eg St Edmunds Training Centre and Open Road
Careers Information, Care and Guidance representative such as NEACO

15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. These will then be referred to the school's complaints policy, if the complainant wishes to pursue a formal resolution.

16. Contact details for raising concerns

Please contact Luke Corden in the first instance to raise any concerns.
Wayland Academy number is 01953 881514 extension 238.

Email: lukecorden@waylandacademy.org

This document is reviewed annually or when there is a significant change to practice or personal at the academy.