



SWRA SEND Information Report

Please read in conjunction with School's accessibility policy

What is 'Special Educational Needs and Disability'?

A Special Educational Need and Disability (SEND) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum. It may be appropriate for a pupil with SEN to access provision which is 'additional to, or otherwise different from' the educational provision made generally for pupils of their age.

A Disability is a long-term health condition which causes a difficulty or barrier to learn or to access the curriculum.

SEN is identified under the following categories:

SEN Support

Pupils requiring support above and beyond a 'normal, differentiated classroom' are identified as SEN support which outlines their additional needs and how their needs can be met.

Education Health Care Plans

Where individual need is recognised to be complex or requires a greater level of provision the academy will look to complete an application for an Education, Health and Care Plan (EHCP). The EHC plan outlines a child's special educational, health, and social care needs.

1. What should I do if I think my child has special educational needs?

In the first instance contact your child's base tutor or alternatively the school's SENCo, Mrs Davies.

2. How will the school respond to my concern?

Following contact with the base tutor all teachers will be asked about your child's progress.

If there is a cause for concern the SENCo, Mrs Davies will assess your child's difficulties. Following this a meeting may be arranged if necessary to discuss the next steps in supporting your child.

All information will be shared with home via a telephone call and/or meeting.

3. How will the school decide if my child needs extra support?

We will meet with you to share information and decide on the appropriate next steps. Following the initial meeting, a cycle of assess, plan, do and review will occur. This is as follows:

ASSESS and PLAN

The SENCo will collect information about the pupil. This may include various assessments and observations. The information and appropriate next steps will then be shared with you.

DO

If your child is identified as having SEND, their details are placed on the SEND Register. If, through discussions, it is agreed that your child no longer needs to be on the SEND Register, their details will be removed.

An Individual Education Plan, IEP, is created using the above information. This outlines the necessary teaching strategies and intervention required to support your child. Your child will take an active part in the writing and reviewing of their profile.

REVIEW

Review meetings, parents' evenings and written reports will help to keep you fully informed at every stage. Reading and spelling ages are assessed three times per year. If your child has a reading or spelling age below 9.06 years additional support will be put in place either through withdrawal or 1:1 reading / spelling support.

Heads of Department may also decide, based upon your child's progress, that additional intervention may be needed. This may be delivered in the classroom or through 1:1 withdrawal.

4. What will the school do to support my child?

If a pupil has been identified as having a barrier to their learning, additional support will be provided to give them the opportunity to make progress. The SEN Code of Practice (2015) identifies four categories of need within SEN.

Your child's need may come under one or more of these areas. For example:

Cognition and Learning	Communication and Interaction	Social, Emotional Mental Health	Sensory and/or Physical
Learning at a slower pace than their peers	Difficulties in communicating with others	Emotional wellbeing and mental health	Vision impairment Hearing impairment
Moderate Learning Difficulties	Difficulties with social interactions	Attachment disorder	Physical disability
Severe Learning Difficulties	Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication	Attention Deficit Hyperactivity disorder (ADHD) or Attention Deficit disorder (ADD)	
Specific Learning Difficulties such as dyslexia, dyscalculia etc	Pupils with Autism are likely to have difficulty with social interaction		

The support available will vary dependent on your child's needs.

All children at SEN Support will have an Individual Education Plan, IEP. This is overseen by the Learning Support department. This will be reviewed with parents at Parents evening and following the published annual report. Additional reviews may also happen throughout the school year if necessary.

The IEP highlights the provision in place as well as the targets set and the success criteria.

All support and its effectiveness is monitored and impact measured.

5. Who will support my child in school?

All staff will support your child and ensure lessons are appropriately differentiated. Progress will be monitored by the Assistant Headteacher for Key Stage 3, the SENCo and the Deputy Headteacher.

Additional support may be delivered by the Learning Support department and 1:1 tutors. Please see staff list for individual names.

6. What training and experience do staff have for the additional support my child needs?

<i>Name</i>	<i>Training / Experience</i>
<i>Mrs K Appleton</i>	<i>BA Hons Hearing Impaired training</i>
<i>Mr J Clarke</i>	<i>BA Hons , CACHE L3 For Teaching Assistants, Hearing Impaired training</i>
<i>Mrs L Clutterbuck</i>	<i>NVQ 3 Supporting Teaching & Learning in Schools</i>
<i>Miss C Durant</i>	
<i>Miss L Finch</i>	<i>Apprentice TA</i>
<i>Mrs L Grocock</i>	<i>CACHE L3 For Teaching Assistants, Hearing Impaired Training NVQ Level 2 Special Needs</i>
<i>Miss L Harley-Ellis</i>	<i>MSc BA Hons</i>
<i>Miss N Johnstone</i>	<i>NVQ3 Supporting Teaching & Learning in Schools, Hearing Impaired Training</i>
<i>Miss A Ludkin</i>	<i>BA Hons</i>
<i>Mrs L Muir</i>	<i>Level 5 Dip</i>
<i>Miss A Oliver</i>	
<i>Miss L Robinson</i>	<i>Level 3 Teaching Assistant</i>
<i>Mr R Titmus</i>	<i>BA, Hearing Impaired Training</i>

Alongside formal qualifications all Teaching Assistants regularly undertake training in a variety of areas including but not limited to Autism, Access Arrangements, diabetes, allergies, behaviour support.

7. Who else might be involved in supporting my child?

A variety of external agencies may become involved with your child e.g Educational Psychologist. We utilise a variety of external agencies such as psychotherapists, Educational Psychologists, counsellors, sensory impaired teams and Working Together Team.

8. What support will be there for my child's emotional and social wellbeing?

The school has a strong pastoral structure that works on the principal that children are individuals with individual needs. There is an emphasis on effective communication and a 'joined up' approach to working with our partners to deliver a package bespoke to the needs of the 'whole' child. As a result, our exclusions are extremely low. Where appropriate, our work (including partner agencies) can be extended to support parents and carers in improving pupil outcomes, eg raising attendance etc.

All pupils receive in-depth education regarding 'keeping safe', including bullying, internet safety and discrimination. There is a zero-tolerance approach to any form of bullying with clear channels for reporting and support should this arise. Our inclusive practice ensures pupils with medical needs receive the support they require. Key staff are trained to the appropriate level, ensuring somebody is available at all times to support with administering medicines or undertake an initial medical assessment should the need arise.

9. How will my child be involved in the process and be able to contribute their views?

All pupils will be invited to contribute at the IEP reviews as well as the Annual review process if appropriate.

Pupils will also be an integral part of the action planning process with their base tutor.

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

All pupils will receive an appropriately differentiated curriculum. High quality teaching which is delivered to meet every pupil's needs, is the first wave of

intervention. Staff are informed of every child's needs, together with their targets. Staff will plan and differentiate accordingly.

Additional support will be put in place according to individual need. This may include 1:1 TA support, small group withdrawal, physiotherapy, use of a laptop, speech and language therapy, numeracy / literacy intervention, circle time etc.

11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

The daily contact will be through the pupil planner. There will also be IAG / CEG data three times per year, annual report and parents evening. In addition there will be IEP reviews and annual reviews for pupils with a statement of SEN or Education Health Care Plan. However if parents have any concerns about how their child is progressing they should contact the base tutor at any time.

12. How does the school know how well my child is doing?

Progress and attainment are monitored using a variety of data sources both summative and formative. These include IAGs , IEP reviews, annual reviews, internal assessment and reading and spelling ages.

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

All pupils are included on trips and school activities as far as possible. Appropriate support is put in place to ensure the trip is accessible for pupils.

14. How accessible is the school environment? How accessible is the curriculum?

In the school there are disabled toilets, lift access and a hygiene suite.

The curriculum is differentiated to meet pupil needs. Laptops are used regularly in class to support with recording work.

15. How will the school prepare and support my child to join the school?

Your child will be visited at primary school by either a Head of House or the SENCo to answer any of their questions and find out about your child. SWRA will work with the primary school to gather all information on your child and

ensure your child is appropriately prepared and supported before their transfer.

Some pupils will be offered an extended transition prior to the full Year 6 day which all Year 6 pupils will be invited to attend.

16. How will the school prepare and support my child to transfer to a new setting/school/college?

In Year 9 we begin the transition planning process. This is supported in school through options planning and the PSHE programme in school.

All appropriate agencies will be part of the transition planning process.

Your child may also like to attend 'taster' sessions in their new setting and these can be arranged.

The school will liaise with the new setting and ensure all records and information are transferred.

17. How can I be involved in supporting my child?

Effective communication between home and school strengthens a partnership that will support in raising pupil outcomes. Throughout the academic year parents will receive information detailing how well their child is learning in all subjects. We encourage parents to talk to their child(ren) about their grades and discuss how targets outlined in the reports can be achieved.

At secondary school, children will receive significantly more homework than they are perhaps used to. Whilst it is important to develop independent study skills, we value parents supporting their children with homework. By providing an appropriate place and time for study at home, parents will be supporting their children developing life-long skills and work ethic.

Homework is recorded and accessible to parents via the Show My Homework platform.

Our ASPIRE ethos does not end at our school gates and we ask that parents support their child in achieving the very best they can in all that they do. Our vision of excellence necessitates attention to detail in all things, including good attendance and smart uniform. By sending their children to school every day, with the correct equipment and smartly dressed our parents reinforce our commitment to high expectations.

If parents visit or contact the academy for any reason, they are welcomed and their concerns or questions will always be taken seriously and acted upon.

18. How can I access support for myself and my family?

For further information and support please contact the school, Local Education Authority or Liaise liaise@lincolnshire.gov.uk.

19. How do we handle complaints from parents of children with SEN about provision made at the school?

There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the, SENCo, Head of Year, class teacher or the Senior Leadership Team. If a concern is more formal then the parent would be directed to the complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.