



SEND – LOCAL OFFER

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| Reference this policy is aligned to with LCC | n/a |
| Agreed with Support Staff Trade Unions | n/a |
| Adopted by the Governing Body | May 2018 |
| Next Review Due | May 2019 |
| Agreed with Teacher Trade Unions and Professional Associations | n/a |

Special Educational Needs and Disability at Welland Park Academy

Welland Park Academy is a highly successful and innovative mainstream 11-16 school serving Market Harborough and the surrounding villages. Our aim at Welland Park Academy is to support all the young people in our care and to provide the best possible educational environment in which they can flourish. We pride ourselves on our inclusive ethos and our holistic approach to teaching and learning. The learner is at the heart of this ethos and the learning opportunities afforded our young people reflect this. We believe that every student should have the opportunity to achieve their potential and feel confident within a safe, secure and stimulating environment.

Below we have set out information based on key questions posed by parents & young people

The aim of the Learning Support team at Welland Park Academy is to provide or facilitate additional support for students with barriers to learning that are grouped under four main headings:

- **Communication and Interaction**
 - Autism
 - Aspergers
 - Speech and Language Therapy

- **Cognition and Learning**
 - Dyslexia (SpLD)
 - Dyscalculia
 - Dyspraxia
 - Mild Learning Difficulties (MLD)

- **Social, Mental and Emotional Health**
 - Behaviour, Emotional and Social Difficulties (BESD)
 - ADD/ADHD
 - Oppositional Defiance Disorder (ODD)

- **Sensory and or Physical**
 - Hearing impairment
 - Vision impairment
 - Other physical difficulties

Overview of other terms used

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| EHCP: | Education, Health and Care Plan |
| INR: | Individual Needs Record |
| SSP: | Student Support Plan |
| SIMS: | Student Information Monitoring System |
| SENDCo: | Special Educational Needs and Disability coordinator |
| HLTA: | Higher Learning Teaching Assistant |
| TA: | Teaching Assistant |

Q: 'How does Welland Park know if the students in their care need extra help and what should I do if I think my child may have special educational needs.'

Communication & Interaction

The SENDCo liaises with Primary school SENDCos who identify those with additional needs. Information regarding any previous or current interventions is shared and extra transition visits are arranged as required. Small group and 1: 1 work are also carried out prior to transition in primary schools. The SENDCo attends statement /EHCP reviews. Student's records are passed to the school from the primary classroom teachers, and other relevant personnel to enable us to identify and address difficulties that may arise after admission. We also welcome parental contact prior to and during each student's time with us to enable us to provide the best possible educational environment with the most relevant and up to date information.

Where concerns are raised about specific speech and language difficulties, we will seek advice from the Specialist Teaching Service, and students who have received input from this service at primary school will continue to receive input here until such a time as the service discharges them. Students who present as being on the autistic spectrum can be referred to the Autism Outreach service if they already have a diagnosis. Work can then be carried out in school through advice to staff and/or observations and direct work with the student as deemed appropriate. Where no diagnosis is present, and parents are seeking help and advice, a meeting will be set up to discuss the best way forward to enable the student to gain the best possible outcome for their education.

Cognition & Learning

Students are tested for spelling and reading ages at the beginning of the autumn term. They are also assessed for more specific literacy difficulties via an online screening programme. From this data we can provide targeted interventions tailored to particular students and groups of students. We are able to provide specialist input to address difficulties associated with dyslexia. This information is shared with parents and communicated to teaching and support staff. Teaching and Learning strategies are given to students, shared with their parents and all relevant staff to enable preparation of appropriately differentiated resources. This is then used to give a history of exam concessions for their KS4 placement. Baseline testing and on-going assessments help to identify any areas of difficulty after admission and are signposted to the Learning Support Department.

Social, Mental & Emotional Health

Student Support Managers and SEND staff liaise closely with primary feeder schools to identify students who may need transition support prior to and after admission. Extra group and individual transition visits are then arranged. Parents are advised by letter and invited to make contact with the school with any questions or concerns. Individual and group work is also undertaken in the primary schools. A history of previous and current interventions and outside agency involvement are shared with us to enable us to provide continuity of care.

Sensory &/or Physical

Students are identified by primary schools through liaison with the SENDCo and other relevant staff. Multi agency meetings are attended as required to ensure all appropriate modifications and reasonable adjustments are made to ensure students can access a full and varied curriculum. External agencies include: Physical Disabilities Support Service, Vision Support Team, Hearing Support Team, Autism Outreach, School Nurse, Occupational Therapist. Where appropriate site evaluations are carried out to make sure that the site is accessible and safe.

Transition to KS3

At the beginning of the new term parents and carers of students who have been identified by primary schools as requiring extra support will be invited by the Learning Support, to attend a drop in session. Parents and carers can then find out what support is available for their child and how that support is managed. The SENDCo will be available during the first tutor's evening early in the first half term and be available to parents on a drop in basis. Parent's/Carer's of students who are already known to the department, either because they have a statement / EHCP, or are on the Individual needs record, will be contacted in the summer term through their primary school to organise suitable transition arrangements.

How does Welland Park provide this support and how is information disseminated?

1. Learning Support- led by a SENDco, Mrs D Napier – refer to website for email address
2. Pastoral Support – 1 Student Support Managers and 1 Progress Leaders for each Keystage – refer to website for email address

The SEND team consists of 1 SHLTA, 1 HLTA's and a highly trained team of TA's who support in various capacities around school. This support may be in the classroom; in terms of advice and differentiation; small group and 1:1 work. We endeavour to support all students who have barriers to their learning in a variety of ways and with the resources we have available matched to what is appropriate for the individual. We offer smaller groups for foundation sets in Maths and English. Learning Support staff also run homework clubs to support students 2-3 nights each week after school.

We support our students with statements/EHCPs as per the provisions outlined in their plans. How this support is effected will be discussed at reviews and agreed with parents. Needs, Advice and Provision Plans(NAP) are drawn up for those students who do not have an EHCP but who require more intensive support and targeted input, including those who have outside agency involvement. Those students who have an EHCP or NAP are placed on the Inclusion Record and monitored closely. Relevant information from the EHCP and NAP are attached as a linked document on their SIMS profile in school. This outlines their needs and difficulties and suggests strategies that teaching staff can use to ensure they make progress. Staff are able to access these documents in order to make any appropriate adjustments in their classroom to support these students. We also hold Individual Student Reviews with teaching staff and update them regularly so they are aware of specific students in their class.

How does the school deal with physical barriers to a student's learning and how is necessary equipment secured and maintained?

The site has been assessed for visually impaired students and also for students in wheelchairs. There are hand rails and ramps in key areas. Students, who are unable, whether temporarily or permanently to negotiate the stairs, will have their lessons timetabled in ground floor rooms. There are disabled toilets throughout the site. Regular risk assessments are carried out by the Site Manager.

Reasonable adjustments will be made and where necessary support staff will be available to facilitate these adjustments. The Learning Support Department also offers support during break and lunchtime for vulnerable students in an inclusive environment that is open to all.

We work with outside agencies to ensure that appropriate equipment is secured and maintained. In the past this has included equipment suitable for students in a wheelchair as well as students with a hearing or vision impairment. Liaising closely with the appropriate agencies, primary schools and parents, we ensure that equipment and facilities are adjusted to meet the needs of individual students where possible in this mainstream setting.

What are the arrangements for assessing and reviewing the progress of students with special educational needs?

Through a variety of on-going assessments, including baseline testing on entry, every student's progress is tracked in each subject area. Within many subject areas and based on this on-going data collection, the classes will be streamed to enable a more differentiated and targeted curriculum for your child. In some areas this may trigger more targeted interventions dependent on need and available resources.

Students identified with barriers to their learning will be tracked by the SEND and Pastoral teams to make sure they are making appropriate progress. Students who are on the Inclusion Record and those with Statements/EHCPs will have review meetings on a termly basis which parents and outside agencies will be invited to attend. There are regular parents evenings and parents' surgeries where parents/carers will be able to raise any concerns. Parents/Carers are welcome to contact the SENDCo or Student Support Managers/Progress Leaders at any time and arrange a meeting to discuss their child's progress.

How will school and home work together to provide the best outcomes for the student and how will this be effected and evaluated?

We aim to provide support and guidance to students who may have special educational needs. These students may have learning, emotional or physical disabilities which have an impact on their ability to progress and achieve their potential.

We offer an inclusive environment where parents, staff and students have regular opportunities to discuss progress and overall wellbeing. For those students identified through on-going assessments as having a special educational need, contact will be made with parents, and forums such as regular drop in sessions will be made available, to offer advice and respond to any questions and concerns that are raised. Through dissemination of information passed to us from primary schools and in liaison with you as parents and carers, we will endeavour to make staff aware of general and more specific learning needs. We offer additional homework help at break and lunch time in our Learning Support Department. We also offer homework clubs after school to support every student. Where resources permit and it is appropriate, we will provide in class support, one to one or small group interventions. We also provide an after school drop in session for those students who wish to seek some help with more specific literacy difficulties such as dyslexia. **Our overall aim is to look at strategies and study skills to enable each student to become an independent and more confident learner.** These strategies will be shared with home through a suitable medium.

How does support work in school in terms of those students with statements/ EHCP's and those without? Are there ways to identify students who are experiencing difficulties in school?

Students who have EHCPs or Statements have a number of designated hours of support which have to be met as a priority. Support is also allocated to lower band groups where possible, dependent on size of the group. TAs working with these groups will liaise with teaching staff to ensure the students' needs are met as effectively as possible in the classroom. Students who need extra support in Maths and English will have an extra lesson each week in years 8 and 9 to focus on this as part of an alternative Modern Foreign Languages curriculum. Referrals are made from teaching/support staff and intervention work is targeted at individuals/groups dependent on level of need and available resources. Our specialist literacy support can work with students, staff and parents offering practical strategies and resources to facilitate a more reciprocal learning environment. Teachers also request support for groups where they feel extra support is needed and where possible this is accommodated.

Are there a range of activities available for pupils with special educational needs in addition to those available in accordance with the curriculum?

In addition to the SEND team, Student Support Managers and Form Tutors offer a range of support mechanisms, both in house and through external provisions. We offer a range of extra-curricular activities that all students can access aimed at raising confidence and self-esteem. More targeted initiatives aimed at those with SEND currently include: 'The Enterprise Project - Learning for life skills - small business project'; small withdrawal group working on practical projects using a range of materials; Friendship programmes to support students with social issues. There are a number of alternative programmes and initiatives

which are available as per need. We offer various clubs at lunch time including Lego club and others dependent on interest and available staffing.

We are a school that responds to the needs of the individual and adapts to that need in creating the best possible learning environment.

Within the school setting we have access to the following:

Internal school support

- Learning Mentor
- Friendship/Social skills small group
- 1:1 mentoring
- Autism Education Trust Level 3
- Peer mentors
- Lions Award - community
- Transition Mentoring KS2/3 & KS3/4
- Parenting courses – ‘Living with Teenagers’
- Fun and Families - emotional resilience/anger issues.
- Enterprise Project - Learning for life skills - small business project
- Lego Therapy
- Additional Studies/Alternative provision

External Provision

- Supporting Leicestershire Families
- Behaviour Partnership
- YISP (Youth Inclusion and Support Panel)
- Youth Service
- CAMHS (Child and Adolescent Mental Health)
- Occupational Therapy
- Educational Psychologist
- Speech and language service
- JADA/Dash (domestic violence support)
- Young Carers/Barnardos
- Police - e-safety
- Smokescreen - health awareness
- Teenage Pregnancy Partnership
- The Cube

Who should I contact if I have any concerns relating to special educational needs and supporting my child?

SEND

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| Debbie Napier | SENDCo responsible for SEN allocation and provision napierd@wellandparkacademy.com |
| Sonia Dhaou | Senior HLTA lamb@wellandparkacademy.com |
| Debbie Goodband | SEND Admin Assistant goodbandd@wellandparkacademy.com |

Student Support Managers – Responsible for pastoral support

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| Janet Hollingsworth | hollingsworthj@wellandparkacademy.com |
| Kerry Hardy | hardyk@wellandparkacademy.com |

Progress Leaders – Responsible for achievement and Progress

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|---------------|--|
| Ellie Askham | askhame@wellandparkacademy.com |
| Jane Theobald | theobaldj@wellandparkacademy.com |

How will school access information, expertise and training of staff in relation to children and young people with special educational needs and how will this input be secured?

Our staff have access to training and accreditation by the appropriate agencies to enable delivery of tailored and targeted programmes dependent on need.

The SEND and Pastoral teams regularly organise appropriate training to be delivered to all school staff to keep staff updated on teaching and learning strategies. Specialists deliver targeted training to address a variety of needs and to offer practical support to ensure all of our students can achieve their potential.

We have links with a variety of outside agencies including:

Specialist Teaching Services where appropriate including:

- Vision support Service
- Hearing Support Service
- Learning Support Service
- ICT Assessment Service
- Advisory teacher for children with medical and physical needs
- Autism Outreach
- Supporting Leicestershire Families
- Behaviour Partnership
- YISP
- CAMHS
- Occupational Therapy
- School nurse
- Educational Psychologist
- Speech and language service
- JADA/Dash (domestic violence support)
- Young Carers/Barnardos
- Police - e-safety
- Smokescreen - health awareness
- Teenage Pregnancy Partnership

Some will offer whole school training and/or advice and strategies to both staff and students. Others will work directly with students in more discrete settings in and out of school.

How will you evaluate the impact of interventions and how are parents and young people involved in this process?

Students identified with barriers to learning will be tracked by the SEND and Pastoral teams to make sure they are making appropriate progress. Parents of students who are on the Inclusion Record and those with Statements/EHCPs will be contacted termly to review progress and overall wellbeing. Where appropriate, advice will be sought from outside agencies where involved. There are also opportunities to discuss progress and raise concerns during parents' evenings and parents' surgeries. Parents are welcome to contact the SENDCo or Student Support Managers via email or phone and arrange a meeting to discuss their child's progress. There will be termly reviews for students who have a SEND Needs, Advice and Provision Plan.

Before any review the views of the students will be sought and noted. Students are invited to Annual Reviews and will be consulted before termly reviews. Students will be made aware of the progress they are making and what they need to do to progress. They will also be made aware of the support that is available for them to access. This may include 1:1 sessions, small group work or offering strategies and guidance.

How do you deal with complaints and what is the process for parents?

This school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure which is available in full on our website at www.wellandparkacademy.co.uk

How do the governors support the school in relation to students with SEND?

We have one link SEND governor who have regular input into policies and procedures directly related to SEND practice. We work closely to ensure access to appropriate resources and organisations can be secured to support our young people.

How do you prepare students for transition from KS2-3 and KS3-4

Our KS2-KS3 and KS3-KS4 transition programmes are both rigorous. Our aim is to ensure as smooth and seamless a transition as possible.

KS2 -KS3

We work very closely with our KS2 feeder schools. We arrange extra transition visits as well as small group work prior to the transition and continued support during and after. The SENDCo and Student Support Manager will liaise with relevant primary school staff and identify students who may benefit from some extra support at this stage. Parental involvement is welcomed during this time as we understand this can be an anxious time for parents as well as their children. On entry all those parents/carers of students who have been formerly identified on the Inclusion Record will be contacted by letter to introduce our team and offer an opportunity to make an appointment to meet us at one of our drop in sessions. We also run our online literacy screening programme to enable us to identify any learning needs that have not yet been highlighted. Keyworkers are assigned as required and peer supporters are assigned to each new year 7 class on entry.

KS3-KS4

Time is spent with students and parents, making sure that the right option choices are made. We have an Additional Studies option, a non-examinable option that allows time built into the curriculum for extra support. We share information and liaise regularly to ensure all data as well as more holistic information is passed on to any other educational establishments. We arrange extra visits and individual meetings with students and parents to discuss concerns as well as drop in sessions during the spring term.

As a school we work closely with other schools in South Leicestershire to ensure a consistent approach throughout the local area. This will include regular meetings with all our family of schools and opportunities to share information and good teaching practice.

Contact: 01858 464 795

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| Principal: | Ms Julie McBrearty |
| Website address: | wellandparkacademy.co.uk |
| Facebook account details: | www.facebook.com/wellandparkacaemy |
| Twitter Feed details: | twitter.com/welland_park |
| Age Range of students: | 11-16 |
| Date of Last Inspection: | May 2012 |
| Outcome of last inspection: | Outstanding |