

## SEND INFORMATION REPORT

### (Special Educational Needs and Disability (SEND) Information Report)

#### Mission Statement

We want every child to leave Worlabby Academy determined to make a difference to the world, and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave, so that they will stand up for what is right and be ambassadors of social justice.

#### What kinds of special needs are provided for in our Academy?

At Worlabby Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Worlabby Academy's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

#### How will my child be welcomed and supported at Worlabby Academy?

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual, class

based support, and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be so, that they can reach their full potential.

We feel that their contribution to Academy life should be valued and we seek to build their self-esteem.

Please view details of the admission procedure into our Academy:

<http://www.worlabyAcademy.org.uk/Admissions>

### Where can I find out about what is available locally for me, my family or my child?

North Lincolnshire Council has published its Local Offer. It can be viewed at:

<http://www.northlincslocaloffer.com>

### Who is involved with SEND at Worlaby Academy?

#### SENCO: Mrs. Charlotte Shearwood

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the Academy's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in Academy.
- Ensuring that you are:
  - Involved in supporting your child's learning
  - Kept informed about the support your child is getting
  - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into Academy to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the Academy's SEND register (a system for ensuring all the SEND needs of pupils in this Academy are known) and making

sure that there are detailed records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the Academy so they can help children with SEND in the Academy achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the Academy.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

### Class Teachers

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing children's Personalised Learning Plans and keeping them up to date.
- Ensuring that all staff working with your child in our Academy are supported to deliver the planned interventions for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the Academy's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### Principal: Mrs. Sharon Hatton

Responsible for:

- The day to day management of all aspects of the Academy, this includes the support for children with SEND.
- The Principal will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Principal makes sure that the Governing Body is kept up to date about any issues in the Academy relating to SEND.

### SEN Governor: Mrs. Pat Kemshall

Responsible for:

- Making sure that the necessary support is made for any child who attends the Academy who has SEND.
- Monitoring the effectiveness of SEND provision in the Academy.

### A Teaching assistant (TA) may be allocated to some pupils with SEN and or disabilities.

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities on a one to one basis

### What additional support is there for my child?

Bereavement support: Our Macmillan Palliative Care Nurse comes into the Academy to provide support to children bereaved of loved ones.

Mindfulness: A mindfulness club runs each Thursday with our SENCO. This gives children the opportunity to practise mindfulness, relax, and learn strategies to aid them in this stressful and demanding world in which we live in.

How will teaching be adapted to meet the needs of my child?

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

### What extra-curricular activities can my child participate in?

- We make sure activities outside the classroom and Academy trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on an Academy trip if this ensures access.
  
- After school clubs are available to all pupils, currently at no cost. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.
- Our after school clubs do alter with the seasons and children's interests, you will be informed of these changes via our weekly newsletter.

### How will my child be involved in their own learning?

- Children are involved every day in their own learning.
- They are involved in the marking of their own and their classmates work.
- The children are encouraged to talk about their learning in pairs and small groups.
- Children's targets are discussed with them and they take ownership of them. They have a voice!

### How will my child manage tests?

All SEND children will have their tests needs met by determining which access arrangements best suit the needs of your child.

This may include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

### How accessible is our Academy?

- Teachers in our Academy adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Alternative coloured paper is available for pupils and staff with dyslexia.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, tablets are readily available.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
- View Accessibility Plan  
[http://www.worlabyAcademy.org.uk/Accessibility\\_Plan](http://www.worlabyAcademy.org.uk/Accessibility_Plan)

### What skills do the staff have to meet my child's needs?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The Academy has an Academy development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole Academy training on SEND issues or to support identified groups of learners in our Academy, such as Attention deficit hyperactivity disorder (ADHD) and dyslexia.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the Academy's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### How is behaviour managed?

Behaviour in our Academy is based upon respecting others and their rights, motivation, self-esteem. Children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. To this end, the staff at our Academy have agreed a common approach, working together to ensure good relationships between members of the Academy community. The approach is based on reward and reinforcement of good behaviour and attitudes.

### How will I know how my child is doing?

At Worlabby Academy your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

- Their progress is reviewed every half term and this progress is tracked at these intervals over the academic year.
- If your child is in Year 1 and above, but is not yet working at year 1 SAT level a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all Academies to do and they are the results that are published nationally.
- Children on the Academy SEND register will have a Personalised Learning Plan (PLP); this has targets set for your child and will be reviewed every term, or sooner if targets have been met. You will be invited to attend a meeting in order for us to review and set new targets together.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Homework Diary and Reading Journals
  - Parents evenings
  - Additional meetings as required
  - Reports
  - Emails



### What happens if I am worried about my child?

If you tell us you think your child has a SEND, we will discuss this with you and investigate— we will share with you what we find after appropriate assessments are carried out.

We operate an open door policy. We will accommodate you the best we can, and will schedule appointments to discuss your concerns.

### How do you identify children who may have special needs?

#### How do I get to know if my child has SEND?

At Worlaby Academy when children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our Academy setting.

If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in Academy and use tests to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

### What happens if my children does have SEND?

The Academy will follow a graduated approach to your child's learning. It will follow the sequence of -Assess, Plan, Do, Review. This way we can constantly make sure that the Academy is meeting your child's needs.

#### How will it work?

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the Academy in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the Academy to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the Academy and yourself understand your child's particular needs better.

### Support for children with identified special needs starting at our Academy

- We will first invite you to visit the Academy with your child to have a look around and speak to staff
- If other professionals are involved, a Team around the child (TAC) meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts. You will of course be invited to this.
- The SENCO and/or your child's key worker may make a home visit or visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle more easily.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by Academy staff under the guidance of the outside professional e.g. a social skills group or visiting the sensory room.
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate

### What if I think my child needs more help than the Academy can provide?

If you or the Academy believe that your child needs more support than the current provision set in place either you or the Academy can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the Academy have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the Academy to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in our Academy to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will

outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

Speech and Language Therapy

Nurture groups through pastoral care

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

### What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the Academy to review or continue with the support at the current level and also set up a meeting in Academy to ensure a plan is in place to ensure your child makes as much progress as possible.

### How will the Academy fund the support needed for my child?

The Academy budget includes money for supporting children with SEND.

- The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the Academy governors, on the basis of needs in the Academy.
- The Principal and the SENCO discuss all the information they have about SEND in the Academy, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected
  - Deciding what resources, training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.

## How will the Academy help my child to manage the transitions into the Academy, into a new class or on to a different Academy?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another Academy:
  - We will contact the SENDCO and ensure that they are made aware of any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
  
- When moving classes in Academy:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
  - We are a small Academy; all children know the staff that teaches in our Academy. This makes transition much easier.
  - All PLP's will be shared with the new teacher.
  - Depending on the needs of the child, a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
  - Books can be made containing photographs of the child's new teachers, classroom, etc. for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in Academy.
  
- When moving into Worlabby Academy during the academic year:
  - We will meet with you and your child to discuss their needs and decide how to best transition into our Academy.
  - We will liaise with the previous SENDCO to discuss the provision and obtain records from external agencies.
  - Organise a meeting six weeks after starting to discuss the transition and ongoing support.

- In Year 6:
  - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
  - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
  - Your child will visit their new Academy on several occasions and in some cases staff from the new Academy will visit your child in this Academy.

How do I complain if I am not happy with what is happening for my child?

Depending on the nature of the concern, you may wish, or be asked to, follow the Academy's formal complaints procedure. The prime aim of Worlab Academy is to resolve a complaint as fairly and speedily as possible.

If you have any further questions then contact us and we will be more than happy to help you.

Tel: 01652 618351

Email: [info@worlabAcademy.org.uk](mailto:info@worlabAcademy.org.uk)

