INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Wygate Park Academy, we strive to be fully inclusive and follow a Graduated Approach of support. We welcome everyone into our community and aim to support every child to reach their full potential.

This document is intended to give you an overview of the support and resources available in our school- but it is by no means exhaustive! As the needs of our pupils' change, so do the resources and support available.

The SENCO for Wygate Park Academy is Wendy Devine.

The Trust Special Educational Needs Improvement and Inclusion Lead is Maxine Cunningham.

ACRONYMS and ABBREVIATIONS

The world is full of acronyms and abbreviations. In order to help you decipher this report, please see below the list of acronyms and abbreviations used in this document and beyond.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
COP	Code of Practice
EHCP	Education Health and Care Plan
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist
EWO	Education Welfare officer

LP	Learning Plan
NFER	National Foundation for Educational Research
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PT	Physiotherapist
SALT	Speech and Language Therapy
SATs	Statutory Attainment Tests
SENCo	Special Educational Needs Coordinator
SEND	Special Education Needs and Disabilities
SEST	Sensory Education Support Team
STT	Specialist Teacher Team
TA	Teaching Assistant
WTT	Working Together Team

What should I do if I think my child has a SEND?

If you believe your child may have a SEND, then the first person to discuss this with is the class teacher who will be able to address your concerns in the first instance. The class teacher will then discuss your child's needs with the SENCO.

If your child is joining us part way through the year, you may wish to discuss your concerns directly with the SENCO/Headteacher. This can be arranged by contacting the school office.

How will the school respond to my concern?

Once a parent has raised a concern about a child/ young person, the normal procedure would be that the class teacher would undertake to assess/observe the pupil and then arrange a meeting to feedback their findings. This may or may not result in further intervention/ assessment taking place.

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

In line with The Code of Practice 2015, Wygate Park Academy identifies pupils as having a Special Educational Need if:

"…they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them." (COP p15)

A child has a learning difficulty if: "…they have significantly greater difficulty learning than their peers." (COP p15)

A child's disability can be referred to as a special educational need if: "… (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (COP p15)

If the class teacher feels that there is a need to investigate a pupil's difficulties further, they will discuss all options with parents and put a plan in place. It will follow a four-stage cycle, known as the Graduated Approach.

1. ASSESS: To assess a pupil's needs, the class teacher and SENCO will work with parents. They will assess the pupil and ensure individualised support is provided. If a child makes little or no progress, the SENCO and class teacher will review how they can adapt and develop support aimed at helping the pupil achieve their targets. This may include a specialist assessment from other professionals. Parents will be involved in this decision.

2. PLAN: The class teacher and SENCO will agree interventions and support to put in place, expected results, how they expect the interventions to help development and a review date.
   Interventions will be strategies that provide support from the class teacher and support staff with the relevant skills and include learning activities to help achieve the expected results.
   The Class Teacher and SENCO will document the planned interventions and review progress periodically.

3. DO: The SENCO will support the class teacher in planning the interventions and assessing the child's progress.

4. REVIEW: The class teacher will review the pupil's progress, analyse the effectiveness of support and decide if any adaptations to provisions and support are necessary. If the targets have been met, the decision may be made to discontinue or adapt the provision.

   If outside professionals are involved, the SENCO will invite them to attend regular reviews. If progress is slow, the decision may be made in consultation with the parents, to add the pupil to the school's Special Educational Needs Register.

What will the academy do to support my child?

The class teacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a pupil needs may be in the form of a specialist intervention programme, delivered by a teaching assistant or teacher.

However, the provision may also take the form of adjustments to the learning environment, timetable or specialist equipment.

Who will support my child?

Depending on the needs of the child, support may be provided by the class teacher, the SENCO, a teaching assistant or a specialist advisor. If your child requires Social, Emotional and Mental Health support, the schools Family Support Worker may also provide support for your child.

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

The Academy's SENCO is an experienced teacher and also holds the National Award for Special Needs Coordination qualification.

The Trust Inclusion Lead holds the National Award for Special Needs Coordination and

has been a SENCO for 17 years.

Currently, there are staff (teachers and teaching assistants) across the Partnership trained in:

- Diabetes- administration and supervision of insulin
- Epi-pen
- Moving and handling
- Positive handling
- Dyslexia
- Autism
- Makaton
- Speech and Language therapy
- Physiotherapy
- Injections
- Catheterisation
- British Sign Language (BSL)

In addition to these, we have in the past, been trained in:

- PEG feeding
- Hoisting

We also have a wealth of experience in supporting children with a wide range of conditions such as:

- Cerebral palsy
- Dyspraxia
- Dyslexia
- Dyscalculia
- Muscular Dystrophy
- Autistic Spectrum Disorder
- Semantic Pragmatic Disorder
- Hypermobility
- ADHD/ADD/ODD
- Global Developmental Delay
- Epilepsy
- Tourettes
- Down's Syndrome
- Hearing Impairment/ Deafness
- Sight Impairment/ Blindness

Where specialist training is required to meet the physical needs of a pupil, we will contact the relevant professional body who will support this.

Who else might be involved in supporting my child?

The Partnership benefits from the support of a wide range of outside agencies including:

- Educational Psychologist
- Specialist Teachers
- Speech and Language Therapists
- Mental Health Support Team
- Healthy Minds
- Greif and Loss Support Team
- Young Oasis
- Behaviour Outreach Support Services
- Sensory Education Support Team
- Physiotherapists
- Occupational Therapists
- Working Together Team
- ESCO
- Dyslexia Outreach

Support from these agencies is initiated either by school or parents (depending on their referral procedures) and then liaison with school is led by the SENCO.

What support will there be for my child's social and emotional well-being?

The academy's SENCO is also the Designated Safeguarding Lead. The SENCO works closely with the two Deputy Safeguarding Leads, and the Academy's Senior Mental Health Lead, Family Support Worker and Attendance Champion to ensure that vulnerable children are receiving all necessary pastoral support.

When a pupil has been identified as having a social or emotional difficulty, they will often be supported by the class teacher in the first instance. If it is felt their need is greater, they may be given support by the Academy's Family Support Worker, the Headteacher or an outside agency where appropriate.

Attendance is monitored continuously by the academy and the Trust Education Welfare Team and rewards and certificates given for excellent and improved attendance. Where a pupil's attendance falls well below the expected level, parents are invited to attend Attendance Panel Meetings where support and advice to improve attendance is given. As an academy, we do believe that a pupil's SEND should not be a barrier to good attendance and as such, pupils with SEND are subject to the same attendance procedures as all other pupils.

How does the academy support Looked After Children with SEND?

The Designated Teacher for Looked After Children (LAC Designate) is Mrs Devine. The LAC Designate supports staff in the academy to understand the implications for children who are looked after (in Local Authority care). The LAC Designate works alongside the SEND and pastoral team and the Virtual Schools team to ensure that effective systems are in place to support Looked After children with SEND. Looked After Children with Special Educational Needs will have a support plan which is reviewed every term.

All Looked After Children have a statutory care plan, which is drawn up and reviewed by the Local Authority. Looked After Children also have a Personal Education Plan (PEP), which is a statutory requirement for Looked After Children in educational provision. The support plan and the PEP complement each other and are both reviewed termly by Mrs Devine and the child's class teacher. A termly PEP review is held with carers, the academy and the child's designated social worker. Children's views are sought as part of the PEP review process and when appropriate the Looked After Child also attends their PEP review to ensure their voice is heard.

How will my child be able to contribute their views and how will he/she be involved in the process?

It is essential that, even from an early age, pupils are included in decisions made on their behalf about their education. Pupil voice is gathered through discussions with the pupil themselves, the pupil's parents, class teacher, teaching assistant and SENCO.

If a Learning Plan is implemented, then this plan will be shared with and discussed with the pupil and their views recorded.

All pupils with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting. We always value the views of all individual pupils and listen to their opinions about issues which affect their lives.

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

Adaptation is key to meeting the needs of all pupils and this is an essential part of what we call 'Quality First Teaching'. Teachers use a variety of adaptations including changing the outcome, providing supportive resources and using adult support. Carefully chosen adaptations enable teachers to ensure they are meeting the changing needs of the pupil and increasing the chance of success.

If a pupil has a physical need, then each Academy is very well-resourced to meet these needs, providing a variety of equipment for use by individual pupils e.g. iPads, scanners, visualisers, light box.

What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?

Parents' Meetings are held termly, when attainment and progress are discussed. Where children have a LP or EHCP in place, the targets for their LPs are discussed at these meetings.

When a pupil has an EHCP, a review meeting is held, at a minimum, annually. All personnel involved with the pupil are invited to this meeting and where they cannot attend, a report is usually provided.

Where necessary, home/schoolbooks are implemented, to allow for a two-way dialogue between parents and staff, to discuss daily progress.

An appointment with the teacher or SENCO can be made at any other time during the academic year in order to address any parental concerns.

How does the academy know how well my child is doing?

Assessment is an on-going tool used by teachers to plan appropriate work for the pupils in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or quiz and tests the pupils' knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what children say, what they write or activities they may complete.

Over a term, teachers gather the formative assessments they have made on a pupil and consider where the pupil's attainment is in line with the expectations for their year group.

Statutory assessments are undertaken in the Foundation Stage where pupil progress is measured against the national Early Learning Goals. Phonic screening is carried out in Y1 during the Summer Term. Statutory SATs assessments are administered to pupils in Y6 and in Y4, learning access the Multiplication Check.

For pupils on the SEN register, the class teacher and SENCo may feel it is appropriate to assess them against the expectations an alternative year group. For example, a pupil in Year 4 may be assessed against the expectations of a Year 2 pupil. For some pupils, whose attainment is below the expectations of Year 1 then the Pre-Key Stage standards are utilised through a platform called Cherry Garden.

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

Our academy runs an extensive range of extra-curricular activities. In order to be fully inclusive, TA support (where available) is provided for those pupils for whom it is deemed necessary to help them access the club/activity.

When considering visits out of school, including residential ones, all individual pupil needs are taken into account e.g. 1:1 support, wheelchair access in theatres and on coaches. If it is felt appropriate, parents/carers are invited to accompany their child, subject to a DBS check.

How accessible is the academy environment?

Wygate Park Academy is fully accessible to all.

Where necessary, for pupils with complex additional needs, Personal Emergency Evacuation Plans (PEEPs) and individual risk assessments are agreed in consultation with the teacher, TA and SENCO to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building.

Toilet facilities for disabled pupils and visitors are available. We also have a specialist hygiene

suite for changing learners, complete with showering facilities. There are disabled parking bays provided for parents/carers to drop off and pick up their children and the academy has a drop off zone which facilitate ease of access.

Further details of accessibility can be found in the accessibility plan on our website.

My child is disabled; can they still attend your academy?

We are proud of the inclusive nature of all our academy, and we will endeavour to ensure that all children can be admitted into our settings, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our pupils. As such, there would be very few occasions where we would not be able to admit a child because of their disability.

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

Our academy is proudly equipped with its own nursery 'Once Upon a Time'. Our nursery and EYFS staff team work very closely together. If your child attends our nursery, their transition into the EYFS classroom next door is seamless. Prior to a pupil entering school in the Foundation Stage from other nurseries, the class teachers and SENCO visit the pre-school settings where they meet with the key workers of any pupils with SEND. The SENCO also meets with the Nursery Managers and Early Years Specialist Teachers to discuss pupils with whom they have been working. The pupils and parents/carers are invited into school in order to familiarise themselves with their new surroundings, routines and personnel. This may include extra planned transition visits.

When pupils join mid-year, they are provided with a buddy to help them settle into the new environment. There is close liaison with the pupil's previous school setting and all data and relevant information is exchanged.

How will the academy prepare and support my child to transfer to a new class or school?

At primary level, when pupils move from one year group to the next, the pupils will have a transition time set by the academy where they will go to their new classroom to meet and spend with their new teacher. Extra transition visits may be offered to support pupils to familiarise themselves with their new learning environment. Teachers are given set times to meet to discuss transition details in depth. The teacher transition meetings include sharing information regarding attainment and progress, SEN, medical, behaviour and pastoral requirements so that they can familiarise themselves with the needs of the pupil and the provisions which need to be in place from September.

For learners transferring to secondary school, transition visits are arranged. Meetings between the pupil's class teacher, the SENCO and their new school are arranged where required.

How can I be involved in supporting my child?

Parents are fully encouraged to work in partnership with school to support their child's learning. It is vital that Parents share information of medical and health appointments with the school for consistency of support. Open communication is encouraged, and parents are welcome to assist on school visits and other occasions when help is needed subject to DBS checks.

Parents are encouraged to support their children with their homework e.g. reading and mathematics games.

How does the academy monitor the effectiveness of the SEND support available?

The SENCO supported by other members of the Senior Leadership Team and the Executive Headteacher is responsible for monitoring the effectiveness of SEND provision. This is done through a variety of methods including: working closely with class teachers, monitoring pupil progress, pupil voice, learning walks and lesson observations.

The quality of SEND provision is then quality assured by the Trust education directorate which reports regularly to the Trust Board.

What should I do if I have a complaint about the SEND provision in my child's school?

In the first instance this complaint should be addressed with the Headteacher or SENCO. Following this, if you feel the situation has not been resolved, then each academy has the Complaints procedure detailed on their website or alternatively, a copy can be obtained from the school office.

How can I access further information about SEND in Lincolnshire?

Support for parents/carers and families can be found at:

https://www.lincolnshire.gov.uk/send-local-offer

Who can I contact for further information?

	Name	Telephone	Email
Executive Headteacher	Dr C Early	01775 714506	craig.early@wygateparkacademy.net
Headteacher	Mrs W Devine		wendy.devine@wygateparkacademy.net
SENCO	Mrs W Devine	01775 714506	SEND@wygateparkacademy.net

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Approved on behalf of the Executive Team: