



WYGATE PARK ACADEMY **SEND Information/Local Offer**

Wygate Park Academy values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. We recognise that many pupils will have special needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support staff and pupils working together.

Objectives of Wygate Park Academy SEND Provision:

- Ensure all pupils have access to a broad, balanced and relevant curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure the identification of all pupils requiring SEND provision as early as possible in their primary career
- Ensure that SEND pupils take as full a part as possible in all school activities
- Liaise with outside agencies, when this would be beneficial, in order to access further specialist support for pupils and parents

The main methods of provision made by the academy are extremely flexible and are tailored to the needs of the pupils as much as possible. Staff are experienced and are highly committed to making children's lives not only productive but happy. Examples of SEND provision include:

- Quality first teaching in class supported by a differentiated curriculum
- Additional intervention work with a teacher or support staff, either individually or in a small group
- In-class support, with adult assistance where appropriate
- Support from specialists using specific programmes and training

Wygate Park Academy firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

Schools are required to publish details of the support it offers to pupils with special educational needs and/or a disability through their SEND Information Report, to compliment the Lincolnshire LA Local Offer. Below are details of the current SEND Information Report at Wygate Park Academy and the Local Offer for Lincolnshire.

What is SEND?

What is a SEND Register?

This is a list of all the pupils in the school and class who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help.

Why is my child on the SEND Register?

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these pupils to help them to make progress.

What does this mean for my child?

If your child is placed on the SEND Register, then they will start to receive extra help. This will be set out on a Provision Map so that you can see what help your child is receiving and how often.

Will my child always be on the SEND Register?

This can vary. Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.

SEND Policies

Please read the following policies which will give you more detail about how we support pupils with special educational needs and/or disabilities.

Special Educational Needs Policy
Disability Equality Scheme
Inclusion Policy
Accessibility Plan

Accessibility

How accessible is the school for pupils with a disability?

All areas of the school are on ground level with corridors and doorways being wide enough for that require wheelchair access. We have a disabled toilet and also a hygiene suite with a large shower facility. There are allocated disabled car parking spaces and there is an automatic release button to operate the doors in the main reception area.

Will you make adjustments if my child or I have a disability?

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice.

Will my child be included in all activities, for example school trips?

We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part, this includes school trips and residential.

How will my child be included in lessons if they have special educational needs and/or a disability?

Pupils are supported to access the curriculum at an appropriate level according to their specific needs. Staff work hard in order to plan differentiated lessons in order to meet the specific learning needs and styles of each child. A pupil's Provision Map, Health Care Plan (HCP), De-Escalation Plan will identify the support they need.

Who do I speak to if I have concerns about my child?

If you have any general concerns about your child, you should always speak with your child's class teacher in the first instance, as they will probably be able to give you the information that you need. They will record your concerns on a conversation log, offering support and guidance and generating next steps or targets where appropriate.

If after discussion with the class teacher, you both feel that the strategies or interventions used so far have had little or no impact then you will be contacted by the SENCO who will arrange a meeting to discuss your concerns, share information, outline what provision can be made in school to provide support for your child and signpost Agencies who may be able to offer support. Class teachers and staff will also speak with the SENDCo if they have any concerns about your child.

Special Educational Needs Co-ordinator (SENDCo)

Who is the SENDCo?

The SENDCo at our academy is Liz Gosling.

How do I contact the SENDCo?

Telephone Number: 01205 319900

If Liz Gosling is unavailable then you may also contact Louise Curtis the SENDCo Manager 01205 319901

Alternatively you can e-mail concerns to sen@bwaf.net

What does the SENDCo do?

The SENDCo is responsible for co-ordinating the Special Educational Needs provision within the school alongside the teachers who are always the first port of call. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to outside agencies
- Linking with outside agencies, gathering advice and making sure that it is put in place
- Linking with other schools to support transitions
- Making requests for statutory assessment

How can the SENDCo help me?

The SENDCo will be able to offer advice about how to support your child in class, make direct referrals to outside agencies and lead multi-agency meetings to make sure that your child's needs are met in school.

What qualifications does the SENDCo have?

The SENDCo is a qualified teacher and they also hold a national qualification for special educational needs.

How will I be kept informed and be involved in making decisions about my child?

There is a whole Academy approach to Special Educational Needs and we firmly believe that it is everyone's responsibility. We strongly believe that this level of support starts with the class teachers who are very skilled in identifying and supporting additional needs however, all staff working with your child would be made aware of their special educational needs and/or disability (SEND). This ensures that all staff can offer the help and support that your child needs. The SENDCo is responsible for co-ordinating targeted support and the Teaching Assistants will support in the delivery of such interventions. In addition, the Academy has a Specialist Teacher for Learning and Educational Welfare Officer.

Where a pupil has significant needs, wider staff would be aware of your child's needs, for example the midday supervisors so that the support is provided at all times, for example where a child uses sign language or has a visual or hearing impairment.

What do I need to do to support my child and the school, and how will I be involved?

The SENDCo will ensure that everything is in place to support your child, and will let you know what you need to do. Where a pupil has outside agencies involved and has specific difficulties, you will meet with the SENDCo, class teacher and professionals regularly, every term (three times a year) where possible to keep you informed and to make any decisions necessary. Where a pupil does not have any outside agencies involved, you will meet with class teachers each term at Parent Consultations to discuss your child's progress. The SENDCo holds SEN drop in sessions following parents evenings that you will be invited to attend should you have any further concerns you wish to discuss.

What do staff do if they have a concern about my child?

If any member of staff has a concern about your child, and thinks that they are finding it difficult to learn compared with other children in their class, then they will discuss their concerns with you in the first instance. They will also raise their concerns with the SENDCo. If the conclusion is that your child may have special educational needs, either the class teacher or SENDCo will discuss these concerns with you and together you will decide the best course of action. By using the process of Assess, Plan, Do, Review over an appropriate period of time and for at least two cycles (usually two terms), the support can be tried and if needed, adapted as part of a 'graduated approach'.

Assess

Your child's difficulties are assessed by the class teacher so that the right support can be given. This should include, for example, asking you what you think, talking to professionals who work with your child and looking at records and other information.

This should be reviewed regularly so that the support provided continues to meet your child's needs.

Plan

The class teacher needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve, for example, how your child will benefit from any support they get.

Everyone who is involved will need to have a say in deciding what kind of support will be provided and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been, or are being, achieved.

Do

The school will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENDCo and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

Review

The support your child receives should be reviewed at the time agreed in the plan. You can then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Sometimes advice or a further assessment is needed from an outside agency.

How will my child be involved in the process?

If we have identified that your child has special educational needs (SEN) we will produce a Provision Map for them and share this with your child. We will discuss with them what they are good at and what they find difficult. We will talk to your child about what could help them. A provision map is a plan that identifies and tracks the impact of any additional support your child receives.

If we have any meetings with you or have to complete any paperwork, we will ask your child how they think they are getting on so that their views are heard and taken into account.

How will my child's progress be tracked and how will the school keep me informed about their progress and achievements?

The school tracks pupils' progress and attainment very closely and reports to the Assessment Lead, Head Teacher and Governors termly. Your child's progress and achievements will be shared with you during parent consultations evenings. If your child is on the SEND register and have a provision map this will also be shared and discussed with you. If your child is not making the progress that we would like, then we will discuss, in consultation with yourself, changing the support that they are receiving or involving new outside agencies to offer advice.

What support is put in place for pupils with special educational needs and/or a disability?

My child has special educational needs and/or disability (SEND); what extra support could you provide and who will decide on the level of support?

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENDCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs.

In the first instance, the Academy will provide targeted support in the classroom through differentiated work, additional activities or small group work. The Academy uses a provision map, reviewed and updated termly, to plan effective structured intervention based on a careful analysis of need and monitoring of progress and outcomes. If satisfactory progress has not been made following interventions, further specialist assessment will be considered. The Academy works closely with outside Agencies such as the Speech and Language Therapy Service, Community Paediatrics and the Educational Psychologist. The Boston Witham Academies Federation also have our own Specialist Teacher who can assess and identify Specific Learning Difficulties, dyslexia and dyscalculia and advise appropriate strategies and interventions.

Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what our school can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes, e.g. the TELL intervention, Word Shark, Precision Teaching, Dyslexia Institute Learning Programme
- Extra adult support, group work, individual support

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service
- Use of Early Makaton – the basic initial signs

Social, Emotional and Mental Health

- De-escalation plans which outline a pupil's difficulties and the best strategies to use to help them
- Social skills games
- Reward strategies

Medical, Physical and Sensory Needs

- Specialist equipment such as pencil grips and calmers.
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired

Outside Agencies

What is an Outside Agency and which ones are used by the school?

An outside agency, is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) can refer to most of these agencies directly. Most agencies used by the school are to provide the school with advice, but the SENDCo can also refer to, or advise you about, services that can support a parent/carer or family. Most referrals will require parental/carer permission and a referral form will need to be signed. The school cannot access agency support without this permission.

Cognition and Learning (Learning Needs)

- **Educational Psychologist** - Educational Psychologist:- Bookable problem solving sessions are attended by the Parents, Teacher and SENDCo to discuss the difficulties the child is having and strategies are provided for the school and parents to use to support your child. They can also provide whole school training for specific areas of need
- **Specialist Teacher** - Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia and Dyscalculia.

Communication and Interaction (Speech and Language)

- **Speech and Language Therapy Service (SALT)** - Pupils can be seen either by appointment at the hospital or assessed within the school setting.

Social, Emotional and Mental Health

We are an inclusive Academy welcoming and celebrating diversity. The class teacher has responsibility for the pastoral, medical and social care of every child in their class. If a child is experiencing difficulties with their social and emotional well-being and requires additional support, the Academy can offer direct support from the Educational Welfare Officer. We can also seek further support or advice from the Children and Young Peoples Service, and child and Mental Health Service (CAMHS) or access additional Agencies such as Spurgeons Young Carers, Targeted Youth, Family Support, Healthy Minds Service, Fluent Coaching and Grief and Loss Counselling service.

The Internal Exclusion Centre based at Park Academy supports pupils who may be experiencing difficulties with accessing the school curriculum. Nurture Group principals are used to include activities to support emotional intelligence, resilience, life skills and coping strategies.

Medical, Physical and Sensory Needs

- **GP** - Your GP will be able to test your child's hearing and also refer to the relevant service if you suspect they have Dyspraxia
- **Community Paediatrics (NHS)** - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital.
- **Teacher of the Hearing Impaired** - They provide advice to the school about how to support a pupil with a hearing impairment
- **Teacher of the Visually Impaired** - They provide advice to the school about how to support a pupil with a visual impairment
- **Physiotherapist** - The SENDCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician
- **Occupational Therapist** - The SENDCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician
- **Children and Young Peoples Service** - They can provide a variety of services to support families and children with Healthy eating, Continence and Bed wetting, weight management and Risky behaviours.
- **Visual Stress Clinic** - Children can be referred here via the school for issues with tracking and what some Opticians refer to as "Visual Dyslexia".
- Where a pupil has lots of outside agency involvement, the SENDCo may suggest using a service called 'ESCo' (Early Support Care and Co-ordination), a team which will lead and organise the many agencies supporting the family.

For specific details about what these agencies provide please click on the link to visit [Lincolnshire Authority's Local Offer](http://www.lincolnshire.gov.uk/SENDlocaloffer).
(www.lincolnshire.gov.uk/SENDlocaloffer)

Who decides if an outside agency needs to be involved?

The SENDCo and class teacher would normally decide that the school needs advice from an outside agency because the support already put in place has not helped the pupil to make progress. This would be discussed with the parent/carer and a joint decision would be made and parental agreement given.

If an outside agency is involved with my child, does that mean that social care will become involved?

Where the pupil only requires support within school to access the curriculum due to a special educational need, social care would not normally be involved.

How does the school support a transfer from one school/class to another?

How will the school support my child with special educational needs when they start the Academy?

Entry into Foundation Stage

If your child attends a pre-school/nursery, the SENDCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENDCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided.

Joining school at other times, e.g. mid-year

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has been in place. We will use this information as a starting point. If outside agencies are involved, the SENDCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have a Provision Map and possibly other support plans such as a Health Care Plan. All paperwork and any outside agency support reports are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENDCo will also ensure that new teachers and support staff are informed about pupils with SEN so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Provision Maps and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The SENDCo at our academy meets with all the secondary school SENDCos during the final term of Year 6, to inform the new SENDCo of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place to support their learning. Our SENDCo passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as Provision Maps and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

How can I help during a transfer?

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

What are Education, Health and Care Plans?

What is an Education, Health and Care Plan? (EHCP)

'Education, Health and Care Plans' are produced by the Local Authority following a 26 week assessment process. It outlines a pupil's special educational needs and the support that the school needs to put in place to help them in a child friendly document, based around the pupil and their family. A pupil may only be awarded an 'Education, Health and Care Plan once the school's normal resources have been exhausted and they cannot meet the pupil's needs without additional resources and/or funding.

How will I know if my child needs an EHCP?

You will need to discuss your concerns with the school Special Educational Needs and Disabilities Co-ordinator (SENDCo), who will advise you about whether your child needs an Education, Health and Care Plan. Only pupils with significant special educational needs would be considered for an EHCP and only once the school has exhausted its provision and outside agency support. These discussions are normally held at a review meeting with outside agencies.

How can I get an Education, Health and Care Plan for my child and how long does it take?

A parent can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. The Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress. At the moment, the 'Statutory Assessment' process takes 26 weeks.

My child has an Education Health and Care Plan but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs.

What training and qualifications do the staff have (in relation to SEND)?

Qualifications

The SENDCo holds a National SENDCo award and is an experienced qualified teacher.

Training

All staff at our school have regular training in a great number of areas of special educational needs and disability. All other staff have regular training regarding the latest developments in teaching and learning, support programmes for English and Maths, first aid training and phonics training. Bespoke training is linked to specific needs of the children within the academy. For example, some staff may require specific medical training to support a pupil.

Useful Telephone Contacts:

SENDCo	01205 319900/319901
Educational Psychology	01522 553473
Autism Outreach	01775 840250
Lincolnshire Special Educational Needs	01522 553325
Learning Difficulties and Disabilities Advisor	01522 552719
Child and Adult Mental Health Service	01205 354202
Childrens and Young Peoples Service	01522 308800
Emotional & Behavioural Support Services	01205 351106
Speech and Language Therapy Service	01476 577368
Healthy Minds	01522 309777

Liaise

The Liaise service in Lincolnshire provides free, confidential and impartial information, advice and support to children and young people with Special Educational Needs and to their parents and carers. They assist in a number of ways including telephone information and advice, attending meetings, and helping with completing forms and writing letters. Many parents use the Liaise service to support with Education and Health Care Plan applications. The SENCo has a variety of leaflets signposting the services Liaise can support with.

Liaise contact number is 0800 195 1635