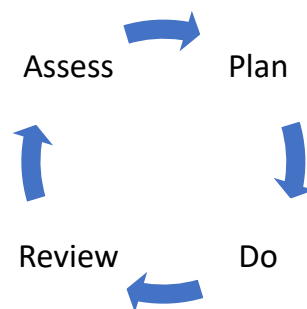


SEN Information Report

Whole School Approach:

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching’. (SEND CoP 0-25 2015)

Underpinning ALL our provision in Welland Academy is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: *In class daily and through half termly assessments. Children’s progress is reviewed at termly Pupil Progress meetings and children with possible needs are identified for further support.*

Plan: *Additional differentiation is planned for in class. An Individual Education Plan (IEP) is put in place for those children needing support above those in the rest of the class. This support is put in place through consultation with both the child (where appropriate) and the parent. All interventions are recorded and monitored using provision maps.*

Do: *Support is delivered in class and through interventions that are timetabled.*

Review: *All provision is reviewed termly through meetings between the SENDCo and teachers. Meetings are then arranged with the parents of all children who have an IEP to review progress and set new targets.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.



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SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- *Speech and language support from our speech and language trained HLLM for SEND Mrs McCombe*
- *Communication friendly classrooms with visual and physical prompts*
- *Language groups that focus on specific language targets generated following assessment using Infant and Junior Language Link*
- *Support from an external speech and language therapist, one day a week, for children with more significant communication needs who have been referred for assessment*
- *Teaching assistants receive training for the children with whom they support from the speech and language therapist*
- *EYFS children are supported through the EYBIC and Nelli intervention*

2. Cognition and learning

- *Differentiation through activity, medium, adult support and success criteria*
- *Multisensory approach*
- *Scaffolds to support learning*
- *Lexia to support reading, writing and spelling*
- *Support from an Educational Psychologist for children with more complex SEN needs following a referral*

3. Social, emotional and mental health

- *Indoor lunchtime club to support the development of social skills*
- *Learning mentor*
- *Graham Camp from Creative Environment Partnership who works with groups of children developing social skills using the outdoor area*
- *Family Support Worker to work with families, including running parenting courses*
- *Early Help Assessment (EHA)*
- *Referrals to the neurological team to investigate possible difficulties with ASD and ADHD*



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- *Access to support from the local authority specialist teachers for ASD and ADHD*
 - *Pastoral team to coordinate behaviour support that can result from additional needs*
 - *Support from Emotional, Health and Wellbeing team for children with more challenging needs following a referral*
4. Sensory and/or physical needs
- *Sensory circuits*
 - *Fine motor interventions*
 - *Care plans for medical and more intimate care needs*
 - *Access to support from the local authority specialist teachers for physical impairments*
 - *Referral to occupational therapy*
 - *Sensory equipment when needed such as: weighted jacket, ear defenders, pencil grips and hand putty*

SEN Provision

We have internal processes for monitoring the quality of provision and assessment of need. These include termly SEN meetings between the class teacher and SENDCo to identify any children whose progress is causing concern. From here, the 'assess, plan, do, review' cycle starts and is discussed with both the parents and child (when appropriate). The child's progress is then closely monitored and referrals to external professionals (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc) is considered with the parents if concerns continue after additional support has been in place for at least two terms. For a few children with more complex needs, an Education, Health and Care Plan (EHCP) may be considered if the child requires significant support above that provided through SEN support.

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENDCO. Our SENDCO is Ms Fairbrother who can be contacted at the school by email: dfairbrother@wellandacademy.org.

Other staff in the pastoral team include:

Mrs Anderson - head of pastoral

Mrs Aldis – Family Support Workers

Mr Cullen – learning mentor

Ms Vann – Safeguarding

Mrs McCombe - SEND HLLM

We are committed to developing the ongoing expertise of our staff. The current expertise of the pastoral team includes:

Initials of person	Area of expertise
Ms Fairbrother	Dyslexia, ADHD and ASD. PRICE(behaviour training)
Mrs Aldis	EHA and parenting courses
Mr Cullen	Emotional Literacy
Mrs Norris	Behaviour support – PRICE trained
Mrs McCombe	Speech and language trained HLLM and EYFS specialist

Deployment of Resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

All classes have a teaching assistant in the morning. Teaching assistants continue to support the children through targeted interventions in the afternoons.

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources.

School Partnerships and Transitions

The school works with a number of external partners including: health contacts, social care contacts, LA support services and voluntary organisations such as Barnardo's. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

The School works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners. We also have an Academy Advisory Council (AAC) who evaluates the effectiveness of SEN provision.

Further development



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Our previous strategic plans for developing and enhancing SEN provision in our school include: developing a sensory room; continuing to develop speech and language provision in the classroom and training our teaching assistants to use precision teaching as well as running CPD for all staff on attachment.

In addition, we are looking at developing a sensory garden. We are continuing to develop CPD that is relevant to our staff to enable them to support the children's needs.

Relevant school policies underpinning this SEN Information Report include:

[SEN Policy](#)

[Teaching and Learning Policy](#)

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date of next review: February 2024