THE WELLDON PARK ACADEMY

Striving Together To Be All We Can Be



The Welldon Park Academy

SEN Information Report

2022-2023

Our commitment and aspirations

The Welldon Park Academy (TWPA) is a fully inclusive academy which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with Special Educational Needs and disabilities (SEND), in order that they can reach their full potential. It may not list every skill resource and technique we employ, in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

All Academies must:

- Identify children with SEN/D and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENDCo
- Invest in whole academy and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the academy and that all teachers understand that they are 'Teachers of SEND'
- Provide information on academy arrangements for SEND to parents and LSG Associates
- Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability
- Publish on the academy website the academy SEND policy and a description of the arrangements and specialist provisions made for children with SEND - including the accessibility plan.

Legislation and guidance

- This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The Special Educational Needs and Disability Coordinator (SENDCo) is:

- Sanjana Bakshi (senco@welldonpark.theppt.co.uk)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor is:

- Marilyn Borlase

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Associate Headteacher is:

- Rachel Bates (head@welldonpark.theppt.co.uk)

The Associate Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The Assistant Headteacher for Inclusion is:

- Louise Bloomfield (inclusion@welldonpark.theppt.co.uk)

The Assistant Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow the SEND policy

Leadership of SEND Provision

The academy SENDCo's co-ordinate support and interventions across the academy, and from outside agencies. The academy SENDCo's will ensure that provision is made in accordance with the SEN and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- The use of appropriate technology to support all pupils.
- Where progress continues to be less than expected the class or subject teacher, working with the academy SENDCOs, will assess whether the child has SEND
- Where a Special Educational Need is established, the academy, in partnership with parents/carers and pupil, will work through a four-step graduated response: assess, plan, do, review, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from pre-school to primary, or primary to secondary school) the academy will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and academies own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving good outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The academy will Termly monitor and evaluate the effectiveness of its provision for pupils with SEND.

The kinds of SEND that are provided for

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs-based plans and pupil profiles which help support their development and accelerate progress.

Our school currently provides additional and/or different provision for range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

We are aware that SEND is not a fixed or permanent characteristic, it is a recognition that at a specific time a child has additional learning needs. At times, many pupils will require tailored or additional support to fully participate in everything the academy has to offer.

Caterpillars

Caterpillars is a small, nurturing group that runs for children from Reception to Year 2. In Caterpillars children practise and develop their social skills, communication, sharing and attention skills in a small, supportive group. Some children attend Caterpillars every day, some drop in when they need it.

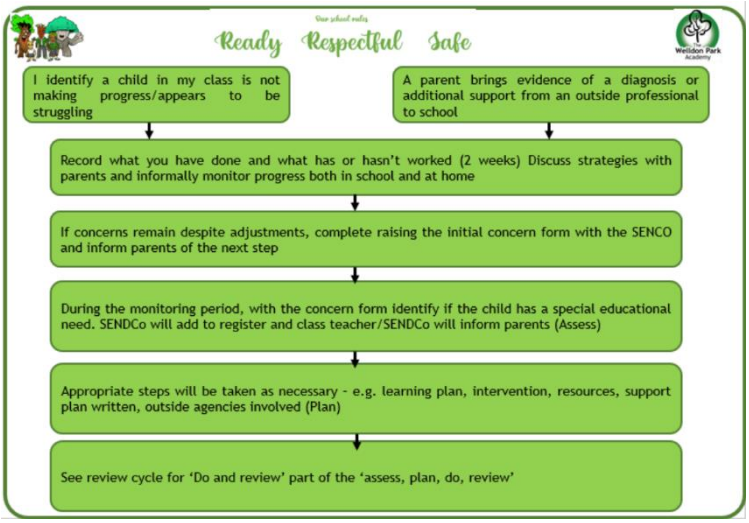
Identifying children with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



Consulting and involving pupils and parents

We aim to ensure that children with SEND at TWPA make good progress and achieve in line with other academies nationally. We ensure effective communication with parents and carers, (Open door policy, Parent consultations, Termly Learning Plan reviews, Annual Reviews) in order to work collaboratively and secure the best possible outcomes for all our children. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and additional need
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- We will formally notify parents when it is decided that a pupil will receive SEN support.

Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including Educational Psychology Service), who assess children and advise parents and the academy.

Assessing and reviewing pupils' progress towards outcomes

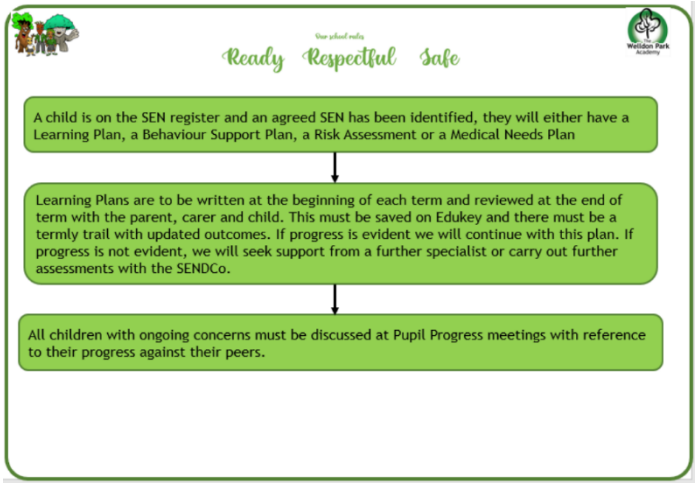
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Learning Plans will be written for all children who have been identified with a learning need, regardless if they have an Education Health Care plan or not. Children's outcomes will be reviewed termly to assess and review their progress towards the termly target. The Outcomes and review of progress will be shared with parents.



Transition between phases of education

We will share information with the school, college, or other setting the pupil is moving to. Transition meetings are arranged with the named Secondary School for children with an Education Health Care Plan. The secondary school SENDCo is always invited to the Y6 Annual Review when a transition plan is written and agreed. All documents are securely sent to the new school.

For all other SEND children who transition to another school, TWPA SENDCo will arrange for a meeting with the new SENDCo to inform of all strengths and areas of need.

When moving classes in school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEND support plans will be shared with the new teacher.

Adaptations to the curriculum and learning environment

The Education Health Care Plan is a legal document that sets out the provision that the school should provide. This includes adaptations and interventions to ensure that all children are accessing the curriculum at their age appropriate level. This means that teachers adapt the planning to incorporate all learning styles and needs. Teachers also adapt their planning and teaching to meet the needs of all the children whilst working towards the Learning Plan outcomes.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

Training of staff by specialists

All therapists including Occupational Therapists, Speech and Language Therapists, Hearing and Vision Specialists, Autistic Spectrum Advisory Teachers work with staff to develop the understanding of strategies to support the children. We also utilise the services of our Educational Psychologist and Autistic Spectrum Advisory Teacher, as well as other specialists who develop staff's understanding of how to support the children.

Support for improving emotional and social development

The academy employs school counsellors for children who are identified with social and emotional needs. They work alongside the schools' Learning mentors and Safeguarding team.
The academy also refers children to outside agencies such as CAMH's and Harrow Horizons.
As an Academy we plan activities and learning opportunities for Anti Bullying week and World Children's Mental Health week.
We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of 'Chill zone' club to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

Working with other agencies

The following outside agencies are some of the partners who work with the school and offer: support programs, advice, strategies and recommendations which are delivered in school:

- Educational Psychology Service (EPS)
- Teacher of the Deaf and Hearing Impaired Service
- Speech and Language Therapy
- Occupational Therapist
- Sensory & Communication Team (Hearing & Visual Impairment)
- CAMHS
- Harrow Horizons
- Physiotherapy
- School Nurse
- Paediatric Services
- Reading Ladders Project
- Harrow Schools Counselling Partnership
- ASD Advisory Teacher
- Young Harrow Foundation

However, this list is by no means definitive.

Policies Used for Identifying Pupils with SEND

Other useful documents such as our SEND/Inclusion policy and Disability Accessibility Plan are available on the academy website. If you would like further information about what we offer here at The Welldon Park Academy, then please do not hesitate to contact us directly.

SEND Budget

The academy provides each school with a SEND budget that enables us to acquire specialist resources for our learners. The academy also enters into a Schools' Level Agreement to secure specialist services such as Educational Psychologists and outreach specialists' services.

Monitoring Provision of SEND Learners

Learning Plans are written at the beginning of the academic year, reviewed termly and amendments made to the outcomes to ensure learners achieve their next steps. Data is recorded half termly and SEND progress is reviewed against whole school progress.

Contact details of support services for parents of pupils with SEN

- The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. Harrow's local offer can be found at https://harrowlocaloffer.co.uk/
  This document is the academy's local offer which works in partnership with SENAR's and Harrow's Local offer.
- Harrow Special Educational Needs and Disability Information Advice and Support Service (Harrow SENDIAS) https://www.family-action.org.uk/what-we-do/children-families/send/harrowsendias/
- Children and Young Adults with Disabilities Service https://www.harrow.gov.uk/schools-learning/children-young-adults-disabilities-service

How will I know how well my child is doing at the academy?

In our academy we have:

- An open-door policy - parents welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly
- Opportunities to meet with other professionals working with your child e.g. Speech Therapists
- A home/academy link book where appropriate
- Parent Consultation meetings
- Termly Learning Plans with specific outcomes, reviewed and discussed as appropriate
- If your child has an EHC plan there will be an Annual Review meeting where progress is reported on, and a report written and available.

What happens if my child with SEND makes very little progress at the academy?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in academy.
- Where a child with SEND continues to make little progress despite the support provided by the academies SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to the academy, we will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan.
- LSG Involvement: We have a designated SEND Trustee responsible for ensuring there is a consistent approach to SEND across the trust. The trustee attends termly meetings and shares her vast knowledge of SEND across the Trust.

Area of need	Whole academy ethos and practice	Possible focused support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
This list is by no means definitive.			
Social, mental and emotional health needs	• Consistent application of the Academy's behaviour policy • A positive supportive and nurturing environment • Circle time/PSHE curriculum • Proactive use of Learning Mentor • 'Early Help' at TWPA • School/class rules • Behaviour logs on Arbor • Risk management • Regulation station/calm spaces • Appropriately differentiated learning activities with opportunities for breaks / movement • Break time activities – varied and supported • Class Charter • Pupil Parliament • Character Afternoons • Forest School • Visual timetables • Self-referrals to 'the SPACE' (HSCP)	• Early identification and assessment in academies • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement • Support to build relationships and engage • Learning Mentor to overcome barriers to social inclusion • Social skills groups • Monitoring and support during unstructured times e.g. playtime and lunchtime • Home-link books (where appropriate) • Individualised reward systems • Materials/ resources to support: e.g. squeezy balls, fidget tools • Access to timetabled 'movement' breaks • 'First/next' timetables • Prior warning of changes to routines • Transition work and support • Harrow Horizons (referrals school, GP or Parents	• Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS/other outside agencies • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment e.g. time out • Monitoring and support in unstructured time e.g. breaks/lunch • Behaviour management plan/Pastoral Support plan/Personal Support Plan • Work with parents to complete an Early Help Assessment • Access to small teaching and learning group with a teacher or teaching assistant • Sessions in the academy with a trained counsellor • Nurture group • Anger management intervention • Key social skills taught explicitly • Learning Mentor – individual/small group focus • Caterpillar provision

Speech, language, communication and interaction	• Training for staff to meet the diversity of communication language skills • Specific training provided by the Speech and Language Team • Strong emphasis on speaking and listening and phonics teaching • Communication friendly learning environment • Visual aids consistently used to support and enhance communication skills	• Elklan trained learning support via our Inclusion Team • Small group phonic support • Personalised support within the class • Language monitoring systems upon entry to Reception and follow up provision • SALT interventions delivered by the academy Inclusion Team • Learning Mentor Support	• Access to small teaching and learning groups • Additional in class TA support • Alternative communication systems e.g. PECs • Access to personal ICT /adapted ICT equipment • Speech and Language Therapy planned and delivered by a qualified therapist or therapy assistant • Advice and support via Autism outreach team • Learning Mentor support • Outside agency strategies and recommendations
Autism Spectrum Disorder (ASD)	• Inclusive teaching in classrooms • Structured day • Positive behaviour management • Management strategies • Learning style understood • Differentiation within lessons • An area to work in the classroom with limited distractions	• Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher and our Inclusion Team • Use of appropriate resources e.g. visual timetables, social stories, work stations	• Small group targeted intervention. • ICT used to reduce barriers • Alternative communication systems – PECS • Advice and intervention from Harrow Outreach Autism Service • Caterpillars provision
Cognitive and Learning/Moderate Learning Difficulties	• Differentiation of the curriculum and teaching • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment	• Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes • School Support Plan in place including specific goals and outcomes • Differentiated resources are provided as appropriate • Learning support via in academy Inclusion • 1:1 reading alongside intervention programmes • Access to personal ICT/adapted ICT equipment alternative methods of recording	• Access to small teaching and learning groups • Additional in class TA support • Additional specialist teaching support • Educational Psychology assessment / support • Access to personal ICT/ adapted ICT equipment • Caterpillars provision
Sensory and physical needs (e.g. hearing, visual	• Referrals to Harrow Hearing Impaired Service or Visual Impaired Service	• Modified learning environment. • Learning support via our Inclusion team.	• Individual protocols and plans for children with significant physical and or medical needs. • Additional modifications to the academy environment

impairment, multi-sensory, physical and medical needs	• Referrals to Children's Sensory Team who offer advice and training in the academy • Provision of specialised equipment. • Curriculum is adapted • Seating position within class prioritised.	• Occupational Therapy and Physiotherapy from experienced TAs & Inclusion team working from Therapy plans • Mobility and care plan management • Liaison with a range of medical professionals as needed assistance via School Nursing Team	• Additional resources to reduce individual barriers to learning • Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants • Access to external advice and assessment. • Advice and outreach from Sensory Team • Caterpillars provision

If you need to complain

Parents have the following rights of redress, should the academy,

LSG or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The academy or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Trustees or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)