

John Whitgift Academy

SEN Information Report

DECISIONS ABOUT WHETHER A STUDENT HAS SEN

How does the academy know if my child needs extra help and what should I do if I think my child may have special educational needs?



Students with special educational needs are discussed as part of the transition process during liaison with feeder schools and are identified via the Common Transfer Form. The SENCO/Deputy SENCO liaises with the Primary School SENCO in Year 5 and Year 6 and at other key points such as mid-year transfer

A referral pathway is in place at the academy for staff to raise concerns about student progress based upon the Assess, Plan, Do and Review model in line with our SEN policy Each case is considered on individual merit. Social and emotional needs will be identified by the Pastoral Team

Should a parent/carer believe their child to have a special educational need, they can contact the SENCO/Deputy SENCO directly. Opportunities also exist for contact with staff at the regular open evenings and surgeries

Robust monitoring highlights underachievement and triggers a holistic approach to determine needs are supported

How is the decision made about how much individual support my child will receive?



- The decision about individual support depends on the individual needs of the student
- Wave 2 intervention is determined by the SENCO/Deputy SENCO along with teacher staff
- Parents/carers are informed by letter and invited to attend a meeting to discuss
- External agencies such as Health and Social Care may be involved depending on individual circumstances.
 - The Pastoral Team will liaise with parents/carers and staff regarding their input


SUPPORT FOR LEARNING AND WELL-BEING

How does the academy support students with special educational needs?




- High quality, differentiated teaching is the first step in meeting the needs of all students
- All teachers teach students with SEN, every member of staff supports SEN
- Smaller teaching groups
- The Senior Leadership Team review progress after every data cycle
- Lessons are regularly observed to ensure needs are being met
- Staff are notified of change and regularly updated with regard to SEN
- The academy will identify the most appropriate programme for the individual student following consultation with the parent/carer

A team of Learning Support Assistants is employed to provide pastoral as well as academic support (Wave 2 and Wave 3 interventions). The team is trained to provide a range of support measures including; literacy and numeracy, counselling and support for transition The academy can provide a range of individual assessments such as Scotopic Sensitivity Screening and exam Access Arrangements

	<p>The Education Advisory Board member with responsibility for SEN is involved via regular meetings at the academy to hold the SENCO/Deputy SENCO to account</p>
<p>What mechanisms are in place for supporting students overall wellbeing?</p> 	<p>Tutors are available as a first point of contact for all students</p> <p>Learning and Consequence Managers support attendance, assemblies, academy and extracurricular events as well as leading Tutor meetings and monitoring behaviour</p> <ul style="list-style-type: none"> • Mentoring and Buddy systems are in place • A Health and Wellbeing Support Officer provides in-house support needs • Referrals are made to external counselling services • A team of academy support workers target learners at attendance risk. <p>They will liaise with teachers and the Learning and Consequence Managers regarding attendance and potential Child Protection issues.</p> <p>The academy manages the administration of medicines and the designated medical area is staffed at all times</p> <p>A team of First Aiders is deployed at various points across the academy</p> <p>The School Nurse holds a weekly drop-in clinic, holds weekly appointments and delivers Cognitive Behaviour Therapy</p>

	<p>There is a well-established pastoral system in place for addressing behaviour concerns, avoiding exclusions and improving attendance</p> <p>The academy is proud of its behaviour and positive rewards system</p> <p>Student voice is taken into account via the Pastoral Team as well as through regular questionnaires and surveys</p>
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PROGRESS, PLANNING AND KEEPING PARENTS INFORMED

<p>How will I know how well my child is doing and how is my child's SEN needs reviewed?</p> 	<p>In addition to regular reporting arrangements, parents are invited in termly to discuss progress during open events and/or other times at their convenience</p> <p>The academy knows how well any individual student is doing through regular tracking; attainment data then informs planning</p> <p>Information is shared with parents each term to enable them to understand what progress their child is making against their target grades</p> <p>When concerns arise, home contact is made and parents are invited into the academy to discuss</p>
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<p>How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?</p>	<p>We encourage parents to get involved with all aspects of their child's education at the numerous events which take place at the academy throughout the year, including induction evenings, parent's evenings, SEN review meetings and award ceremonies</p> <p>Students and parents/carers are welcome to discuss their concerns at any time</p> <p>Student views are taken into account via the Pastoral Team, Annual Reviews, the Assertive Mentoring programme, Parent Forum and the Student Council</p>
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PROVISIONS, RESOURCES & SERVICES

How is learning and development provision matched to individual student's needs?

The academy aims to remove barriers and close gaps in learning which will result in accelerated progress through inclusive, differentiated quality first teaching
Intervention involves a variety of programmes based on individual need
The Exams Officer and the SENCO/Deputy SENCO work closely together to ensure provision is arranged for students entitled to access arrangements

How are the academy's resources allocated and matched to student's SEN?

The academy's notional SEN budget is allocated by the Principal which then becomes the responsibility of the SENCO/Deputy SENCO to match student need to targeted provision.



What specialist services and expertise are available at the school or accessed by the school?

The academy employs a team of specialist staff to administer reading, spelling and mathematics testing, the Deputy SENCO provides diagnostic testing, screening for Scotopic Sensitivity and a range of Access Arrangement assessments for exams
The academy is able to access support for learning from the Local Authority's Specialist Advisory Service and Educational Psychology
The academy accesses other specialist services including; health, therapy and social care as required



How accessible is the school / academy environment?

The building is fully wheelchair accessible on ground level. A stair climber is used for access to the first floor. Specific staff are trained to use this piece of equipment.
Disabled changing, showering and toilet facilities
For those parents whose first language is not English, the academy is, at times, able to engage with the Local Authority and private companies should translation services be necessary and are available.



How are students included in activities outside the classroom including trips?

All SEN students are encouraged to participate in all academy activities including school trips/visits.
For certain activities a risk assessment will be completed prior to the visit taking place.
Liaison with venues regarding disabled access takes place prior to visit.
Parents are involved via letter/consent forms and by invitations to meetings
Summer school is available for year 6 students prior to joining the academy in September.



STAFF TRAINING

What training have the staff supporting students with SEN had, or what are they expected to have?



All staff are regularly briefed on all SEN updates, including the Code of Practice
 Training has been undertaken in regard of Exam Access Arrangements, Student Engagement, Best Practice, Literacy Strategies In The Classroom, Catch Up Literacy, Data Tracking, IRLLEN training, Support for Dyslexic Learners, Person Centred Planning, Transition SEN training has been cascaded to all staff
 All Learning Support Assistants are required to undertake 5 days of specified training each academic year

TRANSITIONS

How does the school prepare and support students to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?



KS2- KS3
 To help prepare students joining the academy the KS3 Learning and Consequence Manager and the SENCO/Deputy SENCO liaise with the primary feeder school
 Academy staff attend reviews and multi-agency team meetings at feeder schools
 In Year 6 students attend a period of transition during the summer term; additional transition activities are usually arranged for students with specific needs.
 Parents are welcome to tour the academy and meet with the SENCO/Deputy SENCO and other key staff prior to, during and following transition
 All students receive support and guidance in readiness for the next stage in their education.

KS4-KS5
 Identified students receive a personalised CEIAG (Careers Education Impartial Advice and Guidance) interview regarding Post-16 options
 Additional CEIAG meetings are arranged if and when appropriate.
 Students and parents are encouraged to attend a post-16 information evening
 Academy staff liaise with Key Stage 5 providers to enable a smooth transition

FURTHER INFORMATION

Who can parents contact for further information?

SENCO – Mrs N Sowerby
 Deputy SENCO – Mrs Hildred
 Learning and Consequences Managers — Miss A Winn/Mr P Tuffnell/Mr S Walker
 Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) - 01472 355365

SEN Link to Local Offer

Please find information regarding the local offer here: <https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>