



Special Educational Needs Report

Statutory Policy

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Date presented to governors: 14 October 2021

Review Date: Autumn 2022

For public viewing

Link to other policies:

- SEND Information Report
- Child Protection and Safeguarding Policy
- Behaviour for Learning Policy
- Complaints Policy
- Assessment and Reporting Policy
- Learning and Teaching Policy
- Equality Policy

St. Wilfrid's C of E Academy
SEND Report



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1. Mission Statement

'St Wilfrid's Church of England Academy sees education as an integral part of the mission of the church to proclaim God as Creator, Christ as Redeemer and the Holy Spirit as Inspirer of all that is good in human living. The main purpose of the Academy is to provide an excellent education; both academic and social in a Christian context, to enable its students to grow up to take their full part as citizens of this world and the next.'

2. Policy Statement

All governing boards have a legal duty to publish information on their website, about the implementation of the governing board's policy for students with SEND. The information required is detailed in the 'Special Educational Needs and Disability Code of Practice: 0 -25 years,' July 2014.

This SEND Information Report is part of the Blackburn with Darwen Local Offer. More information can be found at <https://www.bwdlocaloffer.org.uk/kb5/blackburn/directory/localoffer.page>

3. Key Roles

Learning Support staff can be contacted on the email address lsmith@saintwilfrids.com

Principal

Catherine Huddleston

Assistant Principal – SENDCo

Rebecca Sharples

SEND Administrator

Lyn Smith

HLTAs

Caroline Scholey / Laura Williams

SEND Governor

David Rintoul

4. SEND Profile 2020 - 21

Our SEND profile for 2020 - 21 shows that we have students with SEND linked to every category of need as set out in the Code of Practice 2014.

	SEND Support (excluding IPRAs)	IPRAs / EHCPs	Total	As a % of Year Group / Academy	Monitoring (Not on SEND register)
Year 7	17	4	21	8.04	21
Year 8	17	2	19	7.36	50
Year 9	16	4	20	7.84	29
Year 10	22	3	25	10.33	25
Year 11	8	7	15	6.27	24
Total	80 (6.37)	20 (1.59)	100 (7.96)	7.81%	149

Year 12/13	5	1	6	2.4	15
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Student need is broken down into four areas within the SEND Code of Practice. The table below shows the breakdown of student need within the Academy as a percentage of those on the register.

	Communication / Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory / Physical Health
Year 7	3	11	4	3
Year 8	3	13	0	3
Year 9	4	7	5	4
Year 10	0	15	2	7
Year 11	3	6	0	7
Total	13 (13%)	52 (52%)	11 (11%)	24 (24%)

5. Defining and Identifying SEND

At different times in their school career, a student may have a special educational need. The Code of Practice, 2014 defines SEND as: *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or,*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

If a learner is identified as having SEND, we will provide provision that is **additional to or different from** the normally differentiated curriculum, intended to overcome the barrier to their learning.

Learners fall behind in schools for many reasons. They may have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. There may be a whole range of external factors that distract them from their learning. At Saint Wilfrid's Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will always intervene. This does **not** mean that all vulnerable learners have SEND. **Only those with a learning difficulty that requires special educational provision will be identified as having SEND.**

Disabled students

Saint Wilfrid's is committed to upholding legislation set out in the Equality Act, 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is: *"A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities"* Section 1 (1) Disability Discrimination Act, 1995. This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Therefore, where a disabled student requires special educational provision they will also be covered by the SEND definition.

6. Policies for identifying and assessing children and young people with SEND

Class teachers, support staff, parents / carers or the learner themselves may be the first to notice a difficulty with learning. The Academy ensures that assessment of educational needs directly involves all learners, parents and teachers. The Learning Support Team is led by the Assistant Principal (SENDCo), working alongside all staff, to lead and support so that barriers to learning are identified.

Saint Wilfrid's uses a graduated approach for the identification of SEND as described in the Code of Practice, 2014.

The following processes are used to assess learners and provide support that may be required:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the Student to achieve good progress and outcomes.

Assess

In identifying a student as needing SEND support subject teachers and support staff, working with the SENDCo, will carry out a clear analysis of the student's needs. This will draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular reviews to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between the SENDCo and parents to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review.

All those working with the student, including support staff, will be informed of the student's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

Form Tutors, Year Managers, support staff and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

We will review the students progress through termly academic data checks. The review process evaluates the impact and quality of the support and interventions. The SENDCo will revise the support in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

7. Assessing students

a. Assessment tools

We use a range of assessment tools that currently include:

- Lucid Assessment System for Schools (LASS)
- Cognitive assessment testing (CATs)
- Salford Sentence Reading Test
- York Assessment of Reading for Comprehension (YARC)
- British Picture Vocabulary Scale (BPVS)
- Accelerated Reader (STAR assessment – used for all students in Year 7)
- Internal data which is updated every half term
- For some learners we may want to seek advice from specialist teams such as Blackburn with Darwen Educational Psychology Service (EPS) or ELCAS (East Lancashire Child and Adolescent Service) to support with higher levels of need. At Saint Wilfrid's Academy we have access to services universally provided by Blackburn with Darwen Council, which are described on the Local Offer website.

8. Arrangements for supporting students moving between phases of education

a. Year 7

Individual transition visits are arranged for our most vulnerable students with SEND moving from primary to secondary school. All Year 7 students with an EHC plan will be visited in their Primary setting. Providing an opportunity for a meeting with the primary phase SENDCo, to observe the student in a classroom setting. This ensures that appropriate personalised support strategies are put in place, thus facilitating a successful transition process. Once the students have started at Saint Wilfrid's, we provide additional support for some students through our 'Access Classes' in Years 7 and 8, the Access Classes provide academic and pastoral support to students who may struggle in a mainstream class environments. These groups are taught by specialist SEND teachers for English, Maths, History, Geography, RE and Learning for Life which makes up around 50% of the timetable. Learning Support Team staff work closely with the LA and feeder primary schools to identify students suitable for these classes. Students are then transitioned into supported mainstream lessons as and when staff feel that they are ready. Support for other students may take the form of supervision and nurture during unstructured times and in class support.

b. Options Process

Students with SEND in can receive extra support and guidance as needed, when required to choose GCSE preferences, and this can be arranged by contacting the Assistant Principal (SENDCo) who will also hold an additional evening to speak to parents prior to Options Evening.

c. Year 11

Students in Year 11 receive a programme of 'Information, Advice and Guidance' which is organised by the Senior Assistant Principal (Curriculum) but can receive additional help and guidance as necessary by contacting the Assistant Principal, SENDCo.

The Learning Support department organise interviews with New Directions, an external careers guidance service, for those students who have a Statement or EHC plan in the Autumn Term of Year 11.

d. Year 12

Sixth form staff work closely with the Learning Support team to provide advice and support for the transition to higher education for those students with SEND.

9. Collaboration with parents and students with SEND in their education

Students identified as having SEND needs are provided with a Learning Plan. A Learning Plan provides students and parents/carers with an opportunity to collaborate with the individual needs team who will provide personalised strategies to support the student in class. Targets pertaining to their area of need are also provided to develop their long term learning.

Each student has access to the Learning Support team, who are the point of contact for the student and parents. They work closely with the family and are in constant communication with them. Together, the pastoral team, teaching staff and the Learning Support team ensure that the student is working towards the targets in their Learning Plan and they are happy and progressing academically, socially and emotionally.

10.Support for learners with SEND

a. Teaching and Learning

Every teacher is required to adapt the curriculum to ensure access to learning for all students in their class. The Teacher Standards 2012 (<https://www.gov.uk/government/publications/teachers-standards>) detail the expectations on all teachers, and at Saint Wilfrid's Academy we place a strong emphasis on the ongoing development of teachers' practice.

Each learner identified as having SEND, is entitled to support that is additional or different to the normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. We modify the interventions regularly, and they change every year, as our learners and their needs change.

The Learning Support team provide intervention for students who require additional support. This may be:

- Pre teaching of vocabulary where needed
- Pre teaching of new concepts
- Literacy support (LEXIA sessions)
- Reading and comprehension support
- Phonics intervention (READWRITEINC.sessions)
- Numeracy support

- Speech and language support
- Handwriting support
- Lego therapy
- Support in social situations

Targeted support provides students with the vital additional skills they require to enable them to progress.

b. Adaptations to the learning environment

For those students with physical disabilities necessary adaptations are made to enable full access to the curriculum and learning environment. These include:

- Use of lifts and ramp where required
- Changes to classroom layout and seating plans
- Microphones and ear level receivers
- For children with sensory and OT needs we provide equipment such as writing slopes and pencil grips
- Use of IT to support speaking and listening such as recordable devices and iPads
- Specialist physio equipment
- Use of iPads and keyboards

c. Staff expertise and training

At Saint Wilfrid's, we develop the expertise of staff to support learners with SEND and provide regular training including access to the following:

- Staff training (internal and external trainers)
- Advice from in-house staff (teaching assistants and teachers) with specialist knowledge
- Support from the local authority advisory team

11. Monitoring and evaluating the support for our SEND learners

Monitoring progress is an integral part of teaching and learning at Saint Wilfrid's. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEND.

We follow the 'Assess, Plan, Do, Review' model, as detailed within this policy, and ensure that parents/carers and students are involved in each step. Before any additional provision is selected to help a student the staff member, parent/carer and learner use the Learning Plan to agree what they expect to be different, following this intervention. A baseline will also be recorded (where possible) which can be used to capture the impact of the provision.

Students, parents or carers and their teaching and support staff will be directly involved in the reviewing process on a termly basis. This review can be built into the intervention itself, or it can be a sit down or telephone meeting, where progress and next steps are discussed. If a learner has an EHC plan the same termly review conversations take place and the EHC plan will also be formally reviewed annually.

The Senior Assistant Principal (Raising Standards Lead) and the Assistant Principal (SENDCo) collate the impact data of interventions, to ensure that we are only using interventions that have a direct impact.

Progress data of all learners is collated by the whole school and monitored by support staff teachers, academy leaders and governors.

Supporting emotional and social development

In addition to the interventions detailed in the Curriculum Statement, we also have a range of services available that can support SEND learners in the category of 'social, emotional and mental health needs'.

These include:

- Access to support from a non-teaching Safeguarding and Family Liaison Manager
- Access to non-teaching Student Support Managers
- Community ELCAS (Secondary Project)
- ELCAS
- Lego Therapy
- Use of a breakout room (Safe Space)

These services are coordinated by the Assistant Principals (KS3 and KS4) and are overseen by the Vice Principal (Safeguarding and Behaviour).

Working with external agencies

The Individual Needs team work closely with a number of external agencies to offer further support to our students. This collaboration includes:

- Blackburn with Darwen Educational Psychology Service (EPS)
- Blackburn with Darwen Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Services
- School Nurse/Paediatric Health Team
- ELCAS
- Guide Dogs organisation
- Blackburn with Darwen Advisory Support Service (SENDSS)

Supporting looked after children and young people with SEND

The Academy has a designated teacher for children and young people with SEND who are looked after by the local authority (LAC). They are responsible for addressing the needs of the student and ensuring that they make good academic progress whether the child or young person is or is not on the SEND register. More information can be found on the whole school policy on the Academy's website.

12. Complaints procedure

In the first instance, any concerns or complaints should be resolved informally by speaking with the Assistant Principal (SENDCo). If this is not successful then the issue can be raised with the Principal.

If the above contacts do not resolve the issue, then please refer to the Academy Complaints Procedure that is available on our website.