



SEND Information Report 2024

From the Special Educational Needs Co-ordinator (SENCO) - Ms Hayley Thorpe

At The Wells Academy we aim to ensure that all students are able to access the curriculum and make the maximum progress they are capable of achieving, whatever their level of need.

We are an inclusive school that identifies and celebrates the strengths and achievements of all students including those with Special Educational Needs and/or Disabilities (SEND). Students with SEND are fully included in their class, with reasonable adaptations taken to ensure they can physically, socially and emotionally access all areas of the curriculum and are seen as a valued member of their class by both their teachers and peers.

We work closely with families and students to ensure they receive the support they need. We follow a child centred approach. For example, we hold Student Voice interviews where students with SEND are asked how they feel about the help that is given to them and what helps them best with their learning. We also involve students as much as possible with their education ensuring their voice is heard and listened to.

More detailed information about the identification, assessment and interventions for SEND support, as well as how this is reviewed, can be found in our SEND Policy on the multi-academy trust (MAT) website. Arrangements for the admission of disabled students are also detailed in the SEND section of the website under Accessibility.

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What we offer at The Wells Academy

All staff are professionals and provide high quality teaching as subject specialists. This means that all teachers provide for students with SEND at a whole class level in the first instance. Teachers adapt their lesson objectives, resources, class activities and questioning. All teaching staff have regular training sessions provided by SLT, the SENCO and specialist outside agencies. Some staff are specially trained in certain areas and interventions, for example, Dyslexia screening and Emotional Literacy (ELSA).

How we ensure that children who need extra support are identified early

A student has a Special Educational Need if they have a learning difficulty or disability that means they have a significantly greater difficulty in learning than the majority of others of the same age. Or has 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. Students are identified as having special educational needs through a variety of ways. For example:

- Student performing below age expected levels
- Concerns raised by families
- Concerns raised by subject teacher, Head of Year or Faculty Leader
- Consultations between form tutors, the SENCO and SLT where progress data is discussed
- Liaison with external agencies e.g. Speech and Language Therapy Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting if applicable

If a concern is raised regarding a student a range of evidence will be collected through assessment and monitoring, including the following:

- A range of standardised tests

- Summative assessments in school
- Catch-up literacy and numeracy assessments
- Ongoing classroom observations
- Assessment for Learning feedback from teachers

Some students will require further support and intervention, following the Assess, Plan, Do, Review cycle. Teachers work with the SENCO and the Inclusion Team to establish what extra support and provision is needed to meet the needs of some students.

What should Families do if they think their child may have special educational needs?

Talk to us. In the first instance contact your child's form tutor. The tutor may make the decision to involve the Special Educational Needs Co-ordinator (SENCO) for further advice or information. If required, you may contact the SENCO directly yourself by making an appointment through the school office.

Who will explain my child's needs and progress to me?

Your child's form tutor and subject teachers will provide information based on summative assessments and an analysis of their attitude to learning (ATL) throughout the school year. The SENCO will arrange to meet or contact families when deemed necessary to discuss issues relating specifically to their child's special educational needs or disability.

How will school support my child?

- The SENCO oversees and monitors the progress of any child requiring additional help across the school
- The form tutor and/or subject teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made over time
- The subject teacher and support staff will use an in-house tracking system to record the extra support your child is receiving as part of an intervention cycle and evaluate the impact of any interventions
- Students who are on the SEND register are given a Pupil Passport which includes some specific targets and support strategies to ensure progress
- The school follows the Graduated Response process: Assess, Plan, Do Review, working through 'Wave 1', 'Wave 2' and 'Wave 3' support

Who will support my child?

- The subject teacher will be responsible for ensuring that your child makes progress in every area
- The SENCO will monitor progress and co-ordinate provision of additional support from external agencies
- Teaching Assistants (TAs) work in some classes and departments to offer additional support to groups and individuals as directed by the subject teacher or SENCO. Some of the TA's in school specialise in a specific area and these staff may work with the student directly to try and meet their individual learning needs

All students receiving Special Educational Needs support will, if necessary, have access to the following:

Social and Emotional and Mental Health Needs:

A Pupil Passport with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the families and the student if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Social Stories interventions
- Circle of friends programme
- Additional arrangements for transition

- Access to MHST/CAMHS/Health/The Targeted Family Support Team / Social Services
- 1:1 support from the school Pastoral Leaders and Heads of Year
- ELSA support from a qualified ELSA Mentor
- Lego Therapy

Communication and Interaction Needs:

A Pupil Passport with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the families and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Referrals to access to speech and language therapy support from the NHS and Local Authority
- Social stories
- Visual timetables
- Socially Speaking intervention
- Circle of friends
- Buddy scheme
- ICT support
- Additional arrangements for transition

Sensory and Physical Needs:

A Pupil Passport with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the families and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Provision of specialist furniture/equipment as advised by the Occupational Therapist Team. For example, support cushions; walking frames; sloped writing desks; non-slip steps; multiple pencil grip aids and easy grip pens; pencils and scissors; stress chewy bands; stress balls
- The school building is accessible to all students with wheelchair access via a lift system and access to separate disabled toilet facilities
- Referrals (when considered appropriate) to Physiotherapist/Occupational Therapist/Other Health Professionals
- Brain gym/Hand Gym/fine motor skills intervention
- Individual ICT to support access to curriculum as appropriate and supported by health professionals
- Additional arrangements for transition
- Work stations when advised by professionals

Cognition and Learning:

A Pupil Passport with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the families and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- In school diagnostic tests to further pinpoint the child's area and level of need: GL assessment (literacy and Dyslexia), Sandwell Numeracy.
- Referrals to outside professionals if appropriate. For example, G.P., School Nurse, Speech and Language Therapist, Physiotherapist, Occupational Health Therapist, Notts City Learning Support Team
- Possible intervention activities may include: Phonics catch up; Sequencing and memory activities; handwriting support; reading and spelling games; one to one adult support.
- Literacy and numeracy interventions, e.g. Catch-up Literacy
- Precision Teaching / precision style teaching



- Comprehension support using a reciprocal reading approach
- Additional arrangements for transition

How are the school's resources allocated and matched to the student's special educational needs?

We ensure that all students with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a needs basis to ensure that each student receives the support the school feels they require to enable them to make progress.

The Senior Leadership Team is responsible for allocating funding for supporting students and they consult with the school Business Manager, SENCO and subject teachers so that the best use possible is made of the funds available. The school is committed to offering appropriate support to all students who need additional support.

How do we evaluate the effectiveness of the provision?

The form tutor, subject teacher and Inclusion Team make ongoing, formative and summative assessments of the student throughout the day and their specific intervention. In consultation with the SENCO effectiveness of interventions is evaluated. If an intervention is having a positive impact it is continued. If the provision is not meeting the needs of the student, further investigations and other interventions are considered and if applicable, implemented.

We celebrate our effective provision with the student's and share their progress with them and their families.

Working with Families

Working with Families is important to us at The Wells Academy. We understand that families know their children best, hence a close working partnership is beneficial to students, families and teaching staff. We hold Consultations, where the subject teachers will explain a student's progress and what extra support or differentiation is being given. Further appointments can be made with the SENCO via the school office.

Arrangements made by the governing body relating to the treatment of complaints from families of students with SEND

Should you have a concern over your child's SEND support, please in the first instance contact the Inclusion Team via the school office.

Should you need to take your concern further please refer to the school's complaints policy which can be found on the school and trust website.

How are governors made aware of the quality of provision for students with SEND at The Wells Academy?

One of the roles is to ensure that the Trust Board:

- Hold the headteacher to account for the educational performance of the school and its students;
- Ensure clarity of vision, ethos and strategic direction of the academy;
- Oversee the financial performance of the school and make sure its money is well spent.

The Trust Board at The Greenwood Academies Trust which The Wells Academy is part of oversees all of these areas. The Trust liaises with the SENCO to understand the range and quality of SEND support at the school. In this way, the Trust Board and other organisations, including health and social services bodies, local authority support services and voluntary organisations, work collaboratively in meeting the needs of students with special educational needs and in supporting the families of such students.

Transition

Transition is a time of change and we put into place special programmes to support some student's individual needs. Programmes are not just for moving to a new setting but are also undertaken for the transition to the



next key stage or even a new class. Student passports, photo albums, outside visits to further education colleges and transition books are all ways that we use to support students in times of transition. Transition into the school for students with SEND can be supported with a graduated approach beginning with a visit to school. When moving to a new school or moving up to 16+ education, vulnerable students are provided with additional support and receive a longer transition period and programme.

How will my child be supported in preparing for adult life?

At The Wells Academy, skills for life are developed through the PHSE and RSE curriculum for all students. We have Independent Advice and Guidance regarding careers education. A specialist careers advisor supports the most vulnerable students. The school works closely with Nottingham City's early help team to support post 16 transitions.

Looked after children

Ms Hayley Thorpe is also the Designated Teacher for Looked After Children. This person holds professional meetings to ensure students who are looked after by the local authority and have additional needs are supported to the best of our ability. They work closely with sending and receiving schools as well as the local authority's virtual school.

<http://www.nottinghamcityvirtualschool.org.uk/>

Termly meetings are held to detail any additional support and its effectiveness.

How will my child be included in activities outside the classroom including day and residential trips?

We aim for all students to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with families, to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site
- Families need to inform the school in writing if medication is recommended by Health Professionals to be taken during the school day
- The school's administrative staff administer medicines. If a student requires medication in school, this will be administered by one member of staff and witnessed by a second. A record is kept and signed by both members of staff
- Staff have regular training regarding conditions and medication affecting individual students so that trained staff can manage medical situations if the need arises.
- Students with complex medical needs will have a Medical Health Care Plan in place that will be reviewed annually and shared with all staff.

Where can families go for help?

SENDIASS

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) service is for families, children and young people (aged up to 25)

askus@futuresforyou.com

Here are some websites that may be helpful for families:

Nottingham City Local Offer



<https://askusnotts.org.uk/uploads/leaflets/Nottingham%20City/Nottingham%20City%20-%20The%20Local%20Offer.pdf>

- British Dyslexia Association www.bdadyslexia.org.uk
- National Autistic Society www.autism.org.uk
- British Deaf Association www.bda.org.uk
- Disability Alliance www.help4me.info
- Disability Living Fund www.dlf.org.uk
- Down Syndrome Association www.downs-syndrome.org.uk
- Citizens Advice Bureau www.adviceguide.org.uk
- Epilepsy www.epilepsysociety.org.uk
- Children's communication charity www.ican.org.uk

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Available in printed format / large print upon request.

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