SEND INFORMATION REPORT

WIGSTON ACADEMIES TRUST

The aim of this information is to explain how we implement our SEND policy. In other words, we want to show you how SEND Support works in our school.

If you want to know more about our arrangements for Special Educational Needs and Disability (SEND) children, read our SEND policy. You can find it on our website.

1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child and what training have they had?

Our SENCO is Miss. Carty and the SENCO assistant is Miss. Mir.

Miss. Carty is a qualified SENCO. She is a qualified teacher, who is also the SENCO for the Enhanced Resource Provision (ERP) called the Excel Centre and Wigston College. She is a full time SENCO; she also holds a NPQ for Senior Leadership.

Our SEND Operations Manager is Mrs. Norman.

Our Excel Centre manager and SEND Admin is Miss. Wilkinson.

All of our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of students who have SEND.

Our Learning Support Assistants (LSAs) regularly attend training on the four areas of need throughout the school year. Training for all staff is identified during our annual appraisal process.

We have a team of 15 mainstream LSAs. Our Excel Centre has 5 LSAs who are trained to deliver autism provision, along with 3 intervention managers one for English, one for Maths and one qualified ELSA.

External agencies and experts

There are times when we need extra help to offer our students the support that they need. Where necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Autism Outreach Team (AOT)
- Mental Health Teams in Schools (MHST)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- SEIPS (Secondary Education Inclusion Partnership)
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's class teacher. You can do this through parents' evening, emailing or calling your child's form tutor or Progress Leader. They will pass the message on to our SENCO team, who will be in touch to discuss your concerns.

You can also contact the SEND team directly using our dedicated SEN email address SENDCO@wigstonmat.org. One of the team will either call or arrange to meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register, in the early stages this could be for further monitoring.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who are not making the expected level of progress in their schoolwork or socially. This might include checking reading and spelling ages, providing examples of their classwork or in class observations.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SEND team will observe the student in the classroom and at social time to see what their strengths and difficulties are. They will have discussions with your child's teacher/s and progress leader, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SEND team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

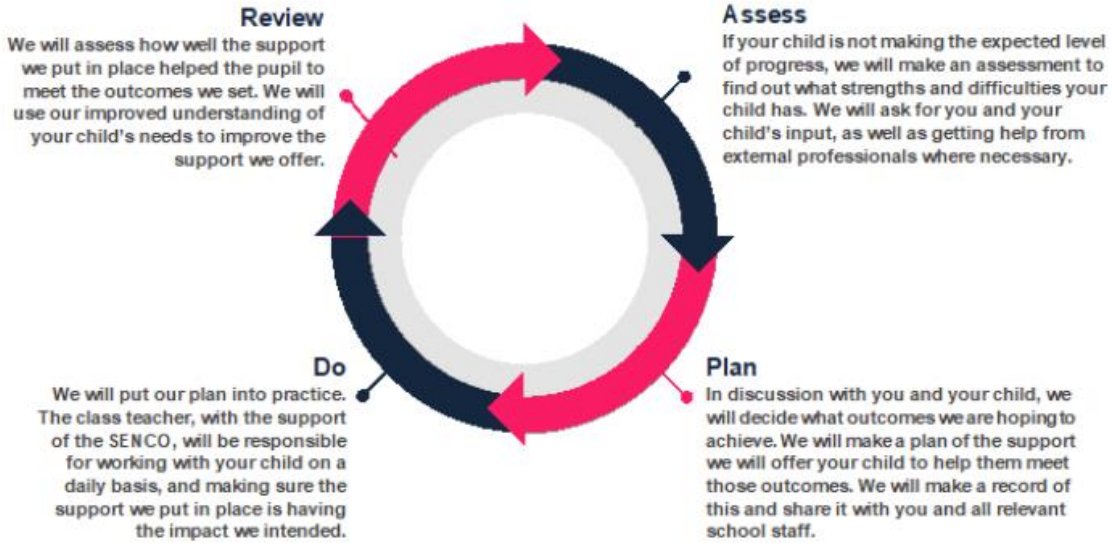
Based on this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEND team will work with you to create a Student Passport (a SEN support plan) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment.' We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress [annually at a minimum].

Your child's class/form teacher will meet you during parents' evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

Assess: If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan: In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do: We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child, and making sure the support we put in place is having the impact we intended.

Review: We will assess how well the support we put in place helped the student to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during
- the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Our accessibility plan covers increasing the extent to which disabled students can participate in the curriculum. This can be found on our website.

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Teachers will adapt how they teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. This is identified by SEND support mats for each area of need.

These adaptations include:

- Adapting our curriculum to make sure the majority of students can access it, for example, by
- Grouping for interventions, one-to-one work where possible through short-term interventions, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

- Speed-Up handwriting
- Touch Typing
- Numeracy Ninjas
- Emotional Literacy
- Ed-Club
- Dyslexia Gold
- Grammar, Punctuation and Spelling (GPS)
- ELSA interventions including social communication and friendships skills

These interventions are part of our contribution to Leicestershire local offer.

Our Excel Centre (ERP) is for students with a Communication and Interaction Autism need. Places are allocated by the local authority for some students with an EHCP (Education, Health, and Care Plan).

Our ERP is overseen by our specialist SEND teacher. The students within the ERP have our highest level of adult support, to support children to access the mainstream curriculum. Students accessing the ERP are expected to attend mainstream lessons for subject specific learning, along side their peers.

Please see the information on our website about the Excel Centre.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision map to measure progress
- Holding an annual review (if they have an education, health, and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school has a SEND notional budget to cover the cost of additional support as required. Where further top up funding is required, we can make an application to the local authority. The local authority makes the final decision about where top up funding is allocated.

11. How will the school make sure my child is included in activities alongside students who do not have SEND?

All our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips.

All students are encouraged to take part in:

- School events
- External visitor workshops

No student is excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments as needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for students with SEN or a disability?

Please see Wigston Academy Admissions Policy on our website.

The SENCO communicates with Primary Schools to plan for transferring students, this includes Year 6 Induction Days. Additional visits for students with SEND to visit Wigston Academy are arranged where required.

The SENCO has meetings with the Primary school for some students with SEND.

The SENCO will work with the Local Authority to plan for students who need specialist support/equipment.

For in year transfers, parental consultation meetings are held so that we can plan a supportive transition process.

13. How does the school support students with disabilities?

Please see Accessibility PLAN on our website.

Wigston Academy is an inclusive school. Our accessibility policy outlines specific details about how we support students with disabilities. All staff have compulsory training around safeguarding, including safeguarding children with disabilities. This is linked to the Equalities Act, 2010 and the SEND Code of Practice, 2015.

We support children with a range of disabilities including hearing loss, visual difficulties, sensory needs, and physical disabilities. We make reasonable adjustments to support individuals based upon their specific needs. This may differ between students and may

include:

- Additional support to access the curriculum
- Specially adapted resources
- Specialist equipment
- Lift access
- Liaison with external agencies (including Health and local authority specialist
- teachers)
- Teacher training
- Exam access arrangements
- Support for emergency evacuation

This list is not exhaustive. Please do contact us if you have any questions about supporting your child's needs.

14. How will the school support my child's mental health and emotional and social development?

Wigston Academy can provide a range of resources to support SEMH needs. We work closely with our Mental Health Team, our in-house school counsellor and the SEMH specialists at the Local Authority.

Staff are aware of and use the same referral process for mental health support for all students. All students can self-refer to any of the Mental Health interventions. There are wellbeing displays for contact information, self-referral to the Mental Health Team (MHT) and the WAT Mental Health Provision Map – created for students, families and staff. This leads to earlier access to the interventions and support.

The school offers support with social skills, either one-to-one or through interventions. These are delivered by trained Pastoral staff and Teaching Assistants who develop positive, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy and reasonable adjustments are made to accommodate individual needs. Work is done with these students around emotional literacy and behaviour management.

The school has a robust approach to bullying and understands that children with SEND could potentially be more vulnerable. The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school.

We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

The Mental Health Team is able to support children with regard to their emotional wellbeing and mental health through focused assessments and interventions. School Counselling can prevent the escalation of social, emotional and mental health difficulties through:

- Encouraging the child or young person to express their voice
- Empowering children and young people to maximise their potential and reach
- meaningful goals
- Exploring the difficulties of children and young people
- Increasing children and young people's understanding and ability to address their difficulties
- Promoting strategies to cope with change
- Supporting the development of personal strategies needed to manage problems
- Increasing resilience

The school counsellor offers assessments and preventative interventions to children and young people within a non-judgemental atmosphere. in addition to providing step down support following a discharge from CAMHS.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between schools:

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Key Stage 2 and 3:

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community, including 'Meet the SEND team' events.

We set up new students with a buddy to help them get settled in and make friends.

Onto adulthood:

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

The Designated Teacher for looked-after children is Mrs. Claricoates who works closely with the SEND Team to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might impact their learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The Complaints Policy can be found on our website.

Complaints about SEN provision in our school should be made to our SENCO, Miss S Carty, Mrs A Pollon (Wigston College Headteacher) or Mr C Conlon (Wigston Academy Headteacher) in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disabilitydiscrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Family Information | Disagreement resolution (Challenging decisions | LCC Family Hub)

Mediation support (Appeals and mediation | SENDIASS)

18. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's Leicestershire's local offer. Leicestershire County Council publishes information about the local offer on their website:

Family Information | SEND Local Offer (What is the Local Offer | Leicestershire County Council)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: Welcome | SENDIASS

National charities that offer information and support to families of children with SEND are:

IPSEA https://www.ipsea.org.uk/

SEND family support https://sendfs.co.uk/

NSPCC https://www.nspcc.org.uk

Family Action https://www.family-action.org.uk/

Special Needs Jungle https://www.specialneedsjungle.com/

19. Glossary

Access arrangements – special arrangements to allow students with SEND to access

assessments or exams.

Annual review – an annual meeting to review the provision in a student's EHC plan.

Area of need – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – Child and Adolescent Mental Health Services

Differentiation (Adaptive teaching) – when teachers adapt how they teach in response to a student's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area

Outcome – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator