Aspirations Academies Trust
in association with Quaglia Institute

# Wykham Park
## Special Educational Needs and Disabilities (SEND) Information Report

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| **Date of last review** | November 2022 | **Review period** | 1 year |
| **Date of next review** | September 2023 | **Owner** | Wykham Park Academy |
| **Type of policy** | Statutory | **RB or Board approval** | Regional Board |

A child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they 'have a significantly greater difficulty in learning than the majority of others of the same age; or 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'. (Code of Practice 2014)

**Who is responsible for SEN in the school?**

Our Special Educational Needs Coordinator (SENCo) is Senior Assistant Principal Ms Justine Williams. The designated school governor is Mandy Lancy. Regular reports are presented to the school's governing body and there are learning walks throughout the year to consider and develop the provision for SEND students across the school. The school's SEND Policy can be found on the Policies page of the school website click here.

**If I have a concern regarding SEN, who do I go to?**

Please discuss any concerns with your child's Head of College. If you are still unsure, contact the school's SENCo, Ms J Williams

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

Student progress is monitored by class teachers and the Senior Leadership Team, so that when a student is not making expected progress the school can quickly identify any additional support needs. This will then be discussed with parents/carers and the student. The views of parents and children are a key part of the assessment and planning process.

If parents/carers have concerns about the progress or attainment of their child they may make an appointment with the class teacher, who will then liaise with our SENCo as appropriate.

**What happens if my child is not making the same progress as other children?**

If the school has concerns that a child is finding certain aspects of learning difficult, we will bring together the information needed to get a more detailed picture of the child's needs. The school uses Guidance from Oxfordshire as a way of identifying if there is a SEND and what levels of support should be expected. It is intended to help all schools have the same approach, wherever they are in Oxfordshire, and covers the four broad areas of SEN:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

Students needing SEN support will be placed on the school's register, which is monitored by the local authority.

**What SEN support is provided?**

This will vary depending on the child's needs:

- Differentiation is planned for groups and individuals for example, for a child with Speech, Language and Communication Needs (SLCN), teachers will use simplified language or pictures to support them to understand or pre-teach new vocabulary.
- Use of individual, pair and small group activities to teach specific skills
- Access to suitable individual or small group intervention programmes
- Models, images and multisensory resources to promote understanding
- Any adaptions needed to the physical environment to help with access to learning

**What is an 'Education, Health and Care Plan'?**

From September 2014, statements of Special Educational Needs have been replaced with a single 'Education, Health and Care Plan' (EHCP) for children and young people with the most complex needs. Creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

**What specific resources does this school offer?**
A range of support is available throughout the school:

**Cognition and learning:**
*Literacy*
- Reading Recovery Programme
- Thinking Reading (individual intense reading)
- Dyslexia advice

***Maths***
- Numeracy Intervention programme

**Social, emotional and mental health:**
- Social use of language
- Inclusion Support Plan
- Risk assessments
- Planning for transition times
- Nurture group
- SEN DofE group
- Team around the Child
- Staff are Mental Health Champions
- Lego, play or art therapy

**Communication and interaction:**
- Social use of language
- Individual social stories
- Talk for Teenagers

**Sensory and/or physical:**
- Disabled toilet and changing facility
- Alternatives to traditional written formats considered, ie use of laptops, IPads, braille

**What specialist expertise does the school offer?**
We call on both internal and external support:

**Internal:**
- SENCo is a member of the Senior Leadership Team and regularly reports into the Governors.
- Teachers are regularly trained and briefed by the SENCo to ensure their practice is up to date and differentiated outcomes for all learners are secure.
- Learning Support Assistants deliver specific, targeted interventions.
- Two Nurture Practitioners
- ELSA
- School nurse
- Welfare manager
- Two Family Support Workers

**External:**
- Speech and Language Therapist
- Communication and Interaction Team
- Dedicated Educational Psychologist
- Special Educational Needs Support Service (SENSS): Physical Disability Team/Visual Impairment Team/Hearing Impairment Team/ Communication and Interaction Service/Complex Needs Team
- The Integrated Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- School health nurse
- CAMHS and MHST

- We work with Social Care and SENDIAS.

All external partners are vetted in terms of safeguarding and we monitor the impact of any interventions, to ensure value for money service.

Both school and parents/carers can access a wider array of services by searching through the local authority's Local Offer (via Oxfordshire County Council website).

**What training do staff supporting children and young people with SEND have?**
We regularly invest time and money in training our staff to improve provision and to develop enhanced skills and knowledge. Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher. And assessor for access arrangements.

Our teachers hold qualified teacher status and all staff members, including LSAs and Nurture practitioners, receive regular training to best support our students with SEND, for example in Autism, Speech and Language need and Nurture.

**How is progress monitored?**
Students on the SEN register have an Individual Student Profile that clearly states strengths and concerns and relevant strategies and interventions needed to work towards achieving anticipated personal outcomes. These student profiles and outcomes are reviewed and updated up to three times a year and the progress made will inform the next steps in their learning.

The school also monitors the equality of individual and group interventions by scrutinising practice through lesson observations and provision management of intervention plans. We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

Governors monitor the effectiveness of the provision for students identified with SEND and they receive reports from the SENCo on the progress of students with SEND.

**How will I know how my child is doing and how will you help me to support my child's learning?**
We provide regular feedback via annual reports and Parents' Evenings on their child's academic levels.

When appropriate, parents/carers may also be contacted mid-term to discuss how they can help their child at home. Student views will be obtained and, when appropriate, they may attend all or part of any meeting.

**What support will there be for my child's overall well-being?**
- The well-being of our students is our primary concern. We support them with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum.
- Additional support from specialist staff is arranged as needed for individual students, both in and out of the classroom; a tailored personal plan may be put in place for students with the most complex needs.
- Our Behaviour and Relationships Policy includes guidance on expectations, rewards and consequences and is fully understood and observed by all staff.
- We regularly monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- We have appropriate medical policies in place and staff trained to support medical needs.
- Student views are sought through school council, student voice surveys and other forums.

**How will my child be included in activities outside the classroom including school trips?**
Our SEND Policy promotes involvement of all learners in all aspects of the curriculum. Where there are safety or access concerns, a personalised risk assessment is carried out to consider adjustments to meet any needs.

**How accessible is the school environment?**
We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the

accessibility of our environment to meet individual needs. We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.

**How does the school prepare and support my child to join this school, transfer to a new school or the next stage of education and life?**

- We have an Induction Programme for welcoming all new learners to our setting.
- We use peer mentoring to welcome new learners.
- We have very good relationships with the settings that most of our students move onto; we share information to support students' learning and well-being at transition. We have regular contact at key transition points, e.g. with colleges as students prepare to leave year 11.
- Further support is provided as necessary for those with SEND, including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified students.

**How is the decision made about what type and how much support my child/young person will receive?**

Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and shares updates with the designated SEN Governor.

**How are parents involved in the school? How can I be involved?**

We work in partnership with parents to support each child's well-being, learning, progress and aspirations.

If you require any further information or have any queries, then please do not hesitate to contact the school.