

WAN SEND Offer

Welcome to our SEND information report which is the WAN Local Offer. This offer is part of the Wayland Cluster Offer.

WAN is committed to working with all of the school community and this document has been produced through consultation with pupils, parents/carers, governors and members of staff. Your feedback and future involvement in the review of our SEND offer is welcomed. The best person to contact is Jeremy Ricketts SENDCo. (jricketts@waylandacademy.org.uk)

For other useful contacts please see appendices.

Our Approach to Learning with SEND

WAN believes in participation for all and seeks total adult and student commitment to learning for life. Our culture is fully inclusive and responsive to diversity of student background and interest.

High quality teaching is paramount and to this end teaching and learning experiences are actively monitored. Student progress is continually assessed for high level progression, and, if required, appropriate intervention strategies are deployed. The learning culture is flexible enough to meet the needs of all learners. Please also refer to our Teaching and Learning policy.

Learning for all

How we identify SEND

At different stages in their school career, a student may have an educational need. The Code of Practice defines SEND as,

“A child or young person has SEND if they have a learning difficulty or disability which calls for specific educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or a 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 in mainstream schools or mainstream post -16 institutions.”

If a student is identified as having SEND, then provision that is additional to their normal differentiated curriculum is put in place to overcome the barrier to learning. Learners fall behind for different reasons and the school is committed to ensure that all learners have access to learning opportunities. Students at risk of not learning receive intervention packages; however, this does not mean that all vulnerable students have SEND. Only students with a learning difficulty requiring special educational provision will be identified as having SEND.

The SEND profile at WAN for 2016/17 is:

- 5 students have an Education Health and Care Plan;
- 18 students have a Statement of Educational Needs;
- 11 of these SEN students have cognitive and learning difficulties;
- 9 of these SEN students have communication and interaction problems;
- 1 of these SEND students have social emotional and mental problems;
- 2 of these SEND students has physical and sensory problems,
- There are currently 93 students identified as SEN.

Assessing SEND

The SENDCo, teachers, support staff, parents/carers and the learners themselves will be the first to flag up a barrier to learning. A variety of tools are available to help identify barriers to learning and where appropriate outside agencies are used for specific diagnostic procedures and subsequent recommendations. The list of available external agencies is available in the appendices.

TAs are employed to deliver interventions from the provision map as coordinated by the SENDCo. A list of TAs and their specialisms is available in the appendices.

Learning Support Packages Provided

Every teacher is expected to adapt the curriculum to ensure learning for all students. Learners with SEND will receive additional support and this will depend on their individual learning needs in relation to presenting barriers to learning. This support is outlined on the provision map which describes the interventions and actions available across the year groups. This provision map forms part of the cluster provision map, see appendices. There is consistent practice across the cluster to ensure equal opportunity.

SEND Funding

WAN receives direct funding to support the needs of learners with SEN. The funding received for 2016/17 is **£252,346.54**

The Wayland Cluster works together to improve learning for all and shares resources, training and moderation provision for learners with SEND. If you would like any further information on SEND within the cluster, please contact our cluster co-ordinator Alex Bowles head@hockham.norfolk.sch.uk

Assessing the Effectiveness of Interventions

Monitoring progress is an integral part of teaching and leadership. Parents/carers, students and staff are involved in the review of interventions for learners with SEND. The stages of intervention are:

- Assess.
- Plan.
- Do.
- Review.

At each stage of intervention there is involvement from parents/carers and the student. Before specific interventions are deployed the parents/carers, the SENDCo and the student agree on the intended impact. At this stage a base line will be recorded so that the impact of intervention is measurable.

Students, parents/carers, teachers and support staff are involved in the reviewing progress. Reviews are built into the intervention and formal meetings are held to discuss progress and the next steps. If a student has an Educational Health and Care Plan, then termly review conversations will take place together with a formal annual review.

The SENDCo collates the impacts of interventions to ensure that effective interventions are used. Intervention data is shared with the cluster so that all SENDCo's in the cluster can select high quality provision.

Progress data for all students is collated by the whole school and is monitored by teacher, senior leaders and governors. WAN is monitored by Ofsted.

Additional Opportunities for Learning

All learners have the same opportunities to access extra curriculum activities. A range of additional clubs and activities are provided and these can be found on the cluster schools web sites.

All staff at WAN have awareness of the Equality Act 2010 which places duties on schools, settings and providers. Specifically, the duties of non-discrimination, harassment, or victimisation towards a student or adult are fully understood in relation to a protected characteristic, as defined in the Equality Act, and consequently make reasonable adjustments.

The Equality Act 2010 defined disability as,

“A person has a disability for the purpose of this Act if (s) has a physical or mental impairment which has sustained and long term adverse effect on his ability to carry out normal day to day activities.”

This definition of disability in the Equalities Act includes children with long term health conditions. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation. Hence the term SEND is used to cover both categories.

For more details about the Equality Act, the protected characteristics or duties on public bodies please see our web site.

Preparing for the Next Step

Transition forms part of life. At WAN transition is across year groups, key stages and to other schools, as well as to post 16 educational institutions. WAN works in partnership with students, families and other providers to ensure positive transitions occur.

Opinions Matter

WAN shapes and develops provision for all learners to ensure achievement for all. The SEND report declares our annual offer to learners with SEND. However, to be effective it needs the views of all parents/carers, learners, governors and staff. We will carry out an annual survey where parents of students on the SEND list will be asked for their views.

Appendix 1 - useful contacts

- Dawn McKie SEN Governor dmckie@waylandacademy.org.uk
- Jeremy Ricketts SENDCo jricketts@waylandacademy.org.uk
- Debbie Blundell – Assistant to SENDCo, Pets as Therapy Coordinator, Anger Management Tutor dblundell@waylandacademy.org.uk
- Sam Clark - Year 7 Foundation Learning Tutor sclark@waylandacademy.org.uk
- Ben Mayes – Year 8 Foundation Learning Tutor bmayes@waylandacademy.org.uk
- Andrea Denton - Year 7 Foundation Learning TA adenton@waylandacademy.org.uk
- Amanda Todd – Year 8 Foundation Learning TA atodd@waylandacademy.org.uk
- Silke Moxham – PLP Coordinator and Foundation Learning TA smoxham@waylandacademy.org.uk
- Camille Pegg – General Foundation Learning TA cpegg@waylandacademy.org.uk
- Alison Shea – General Foundation Learning TA ashea@waylandacademy.org.uk
- Sue Faulkner - General TA and Dyslexia and Meares Irlen screener sfaulkner@waylandacademy.org.uk
- Tracey Molden - General TA tmolden@waylandacademy.org.uk
- Carole Thiel – General TA. cthiel@waylandacademy.org.uk

Appendix 2 – Main External Agencies used

- Benjamin Foundation – for vulnerable students
- Educational Psychologist Service – assessing students for dyslexia and dyspraxia
- Access Through Technology – laptop provision for students
- Sensory Support Team – Auditory
- Sensory Support - Visual
- Autism East Anglia
- School Nurse Team
- Attleborough Special Resource Base (Behaviour)
- Occupational Therapy
- Ten Group Inclusion Units and Icen Academy Inclusion Unit
- Kings Lynn Short Stay School
- Nelsons Journey for grief management
- Pets as Therapy
- Anger Management Mentoring
- Stonham Family Intervention Service