

Wellacre Academy

Special Educational Needs and Disability Information Report



All schools and academies in Trafford are expected to identify and support students with special educational needs to make the best possible progress. The intention of Trafford's local offer is to improve choice and transparency for families. Schools are supported to be as inclusive as possible and wherever possible, the needs of students with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

Wellacre Academy promotes the ethos of inclusion for all. Our Academy currently meets the needs of students with additional and complex needs such as:

- ◆ Moderate and Specific Learning Difficulties
- ◆ Autistic Spectrum Disorder and associated learning difficulties
- ◆ Emotional, Social and Mental Health concerns (Formally BESD)
- ◆ Speech Language and Communication Needs
- ◆ Visual or Hearing Impairments
- ◆ Physical Disabilities and specific Medical Conditions
- ◆ English as an Additional Language

We constantly strive to improve and adapt our provisions to ensure that students' needs are met.

2. How does Wellacre Academy know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

There are a variety of routes into assessment of SEND and these differ from each individual need. We work very closely with our teaching staff to identify any areas of need and utilise internal and external methods of assessment.

These can be in the form of:

- ◆ Reading, spelling and comprehension tests
- ◆ Teacher curriculum assessments
- ◆ Dyslexia and Dyscalculia screening
- ◆ Specialist SEND teacher assessments
- ◆ Educational Psychology assessments
- ◆ In conjunction with the SEND Code of Practice, we will assess students in the areas of:

- ◆ Communication and Interaction
- ◆ Cognition and Learning
- ◆ Social, Mental and Emotional Health
- ◆ Sensory and or Physical Needs
- ◆ If you have any concerns contact the SENDCo, a member of the Learning Support team or your child's Learning Director to discuss an assessment.

3. How will both you and I know how my child/young person is doing?

Progress reports are available to parents via the MyEd App termly, a full report annually and at Parents' Evenings. In addition there is a SEND Parent Forum held termly and offers an opportunity to discuss specific areas of SEND in more detail and ask questions within an informal environment.

You will receive a phone call or letter from the Academy if there is any need for additional support. This could mean that they will be added onto the Inclusion Register. If a student is added to the inclusion register they may also have an Individual Education Plan (IEP/Passport) that will be shared with you for your input before finalising and sharing this with their teachers.

Learning Support staff also encourage close liaison with parents and operate a 'drop in' facility at all parents' evenings.

4. How will the curriculum be matched to my child/young person's needs?

Wellacre offers a varied curriculum that can be adapted to meet the needs of your child. This can be in the form of:

- ◆ Withdrawal from some tutor times and lessons for additional literacy and numeracy interventions
- ◆ Exam access arrangements are assessed from year 7 and continue through to KS5 if there is still a need for support
- ◆ Progress reports are available via the MyEd App, the progress and targets are then reviewed at Parents' Evening
- ◆ STAR reading tests for all students in the first half term with information sharing to ensure the accessibility of the curriculum for all
- ◆ Differentiated work provided by teaching staff
- ◆ Bespoke mentoring provided to support students in accessing the full curriculum
- ◆ A range of options available to students at KS4; traditional GCSE's, BTEC's and the Prince's Trust programme which provides students with the opportunity to learn new skills and develop confidence, making learning accessible, useful and interesting.

5. How will Academy staff support my child/young person?

When a student is added to the Inclusion Register an Individual Education Plan (IEP/Passport) may be created that is then shared with all staff. The Inclusion Register is updated regularly with any additions to the register or change in need. The IEP is also discussed with both the student and parents/carers on a termly basis.

Wellacre's focus is on delivering **quality first teaching** to all students, enabling all learners to

achieve in the classroom through differentiation, guidance and support.

- ◆ Resources are adapted to take into account visual impairments, specific learning and individual reading ages.
- ◆ Seating plans are organised carefully to account for individual needs (e.g. hearing impairments, confidence levels)
- ◆ Specific strategies are shared by the SENDCo to assist with the teaching and learning of students with a range of SEND needs including ASD, ADHD and specific learning difficulties

In addition to this, TA support can be provided in lessons where students require additional support.

Additional provision is provided before and after school as well as timetabled intervention time to develop core literacy and numeracy skills, memory, ICT support, exam access and emotional and behavioural needs. Where necessary, we work closely with external providers such as the Educational Psychology service, Trafford SENAS, Phoenix Futures, Speech and Language Therapists, School Nurses, Visual Impairment and Hearing Impairment services.

Exam access arrangements are put in place from year 7 and are continued until year 11 (based on formal external testing). This includes the use of a scribe, reader, extra time and a prompt.

Teachers and support staff are provided with regular CPD, email and bulletin updates about students with SEND, and are provided with agreed strategies to best support their learning.

There is a student support briefing for all Pastoral and Learning Support staff weekly.

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

Any students with an Education Health Care Plan (previously a statement) will have bespoke support that best meets their needs which is set by the Academy and Local Authority and reviewed annually. The type of support varies with each individual. Students that are SEND Support (previously SA, SA+) will receive a graduated approach to their support. This is reviewed at least termly depending on their needs and progress.

Provision reviews are carried out in the first instance by the student and their linked Teaching Assistant who look at progress, targets, impact of interventions and IEP details termly. This is then reviewed by the SENDCo and Assistant SENDCo who co-ordinate the provisions accordingly.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Students with SEND are encouraged to attend additional breakfast, break and lunch clubs and after school catch up sessions and enrichment clubs. Pastoral support is also available for the Learning Support Centre at break and lunchtimes.

All trips and activities will have a risk assessment carried out and support will be allocated to ensure that they receive a rich and varied curriculum both in and out of the classroom.

8. What support will there be for my child/young person's overall wellbeing?

The Academy provides designated safe parking areas and for those students who require any individual handover arrangements, we ensure that a member of the Learning Support team meets and greets the student before school and can escort them to their transport after school, depending on the students' needs. The Academy gates are locked throughout the day to ensure the safety of all students.

During unstructured times the Learning Support Centre and Inclusion Centre both run breakfast, break, lunch and after school clubs. The well-being of all students is a priority of all staff. The Pastoral team monitor and prioritise any concerns that are reported and act quickly and efficiently to deal with any concerns regarding student wellbeing. Staff duty teams also operate in key areas of the Academy and grounds.

There is a medical register used for school trips and all lessons including PE. Risk assessments are undertaken for faculties, selected priority students and for all school trips. The Academy's Business Director has the oversight of all risk assessments. All policies are available upon request.

Medication issued to a child must be in the original container from the doctors with the child's name and prescribed dosage on it. All medicines are locked away. When given to the child, the person administering the medicine fills in the relevant form stating the child's name, form, type, dosage, time and adds their signature. Medication held in the Academy is checked termly to ensure it is still in date.

Individual Health Care Plans, where necessary, are drawn up by the SENDCo, lead Teaching Assistant and School Nurse, liaising with the doctor/ consultant and parent. A copy of the care plan is kept in the Academy and information circulated to staff through briefings, emails and bulletins.

In a medical emergency, a first aider would be called to attend the casualty in the first instance. This would be quickly followed by contacting the emergency services. Parents/carers would be contacted and the first aider would remain with the casualty until medical aid arrives.

The school nurse attends school to give Asthma and Anaphylaxis training on an annual basis. Defibrillator training is carried out by an external provider to key staff. A number of staff are trained first aiders, with the training updated every 3 years. Any other training is provided when required to suit the needs of individual students.

9. What specialist services and expertise are available at / or accessed by the school?

Students can access health and therapy services on the Academy premises provided by both Academy staff and outside agencies including: Healthy Young Minds, Mentoring, Phoenix Futures, School Nurse, Educational Psychologist and Speech and Language therapists. All of these services are run in conjunction with the Pastoral and Learning Support Teams to ensure the promotion of emotional wellbeing and supporting students with their needs.

10. What training have the staff supporting children/young people with SEND had?

Regular staff INSET around different areas of SEND is provided by the SENDCo and teaching assistants. Specific staff training in areas such as ASD is provided by external specialists when required.

The Learning Support Team receive CPD on all areas of SEND from internal and external providers annually.

The Learning Support and Pastoral teams have specialist qualifications such as:

- ◆ Specialist Teaching Assistant: Dyslexia
- ◆ Safeguarding Children Levels 1-3
- ◆ NVQ Level 1-3 in Specialist Support Teaching and Learning
- ◆ Degree in Counselling and Psychotherapy.
- ◆ Childline Counselling Certificate
- ◆ British Psychological Certificate for Educational Testing and Administration
- ◆ Princes Trust Verification Certificate

11. How accessible is the school environment?

Wellacre Academy is a fully accessible site and has disabled parking and full wheelchair access. There is a dedicated Learning Support Centre and Inclusion Centre. These centres offer a nurturing and inclusive environment that is used as a hub for planning and meeting the needs of groups and individual students.

12. How are parents and young people themselves involved in the school?

At Wellacre we are keen to ensure that parental partnerships are strong. We do this by:

- ◆ The home/Academy agreement signed by all parents/carers and Achievement Tutors.
- ◆ Students are able to apply to become student leaders, student voice representatives and subject leaders
- ◆ Parents can attend annual parents evenings, and also through regular parent voice and SEND Parent Forum opportunities
- ◆ Parent governors are elected to work on the governing body when vacancies arise
- ◆ Our SEND link governors are involved in visits and meetings with the SENDCo and reports are presented to the governors termly.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

These are met by securing additional support and provisions from external agencies. The wide range of services that we refer to are:

- ◆ The Safeguarding Team at Trafford Safeguarding Children's Services and Multi Agency Referral Team
- ◆ The Early Help Team
- ◆ The Parent Advisory Service
- ◆ Healthy Young Minds
- ◆ The School Nurse

- ◆ Trafford Engage
- ◆ Phoenix Futures
- ◆ Trafford Stronger Families
- ◆ Education Welfare Officer

14. Who can I contact for further information?

Trafford SEN Advisory Team— 0161 911 8683

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At the end of Key stage 2, students are introduced to the Academy through primary visits with staff and peer mentors. The SENDCo or member of the Learning Support team will meet with the primary school staff to gather information about the students and a transition package will be planned for the students with SEND concerns, including:

- ◆ Year 6 induction evening
- ◆ Year 6 induction day—where lesson observations and assessment is carried out
- ◆ Peer mentoring scheme
- ◆ Summer School
- ◆ STEM Week
- ◆ SEND/Vulnerable Transition programme
- ◆ When the students are put into forms their SEND needs are considered
- ◆ Additional visits to the Academy are arranged and photographs or transition books are created

At the end of Key Stage 4 there is a comprehensive package of transition that links with colleges and training providers through the Connexions Service. We arrange enrichment activities and visits to all of our local colleges. The SENDCo and Assistant SENDCo will coordinate the annual review meeting for any students with an EHCP to target the students' next stages of life.

Students that may transfer to Wellacre Academy during Key Stage 3 and 4 and who may require additional support, can expect a full and varied provision that is tailored to the pupil's specific needs. Initially Parent's will be invited to meet with key staff to discuss the areas they may feel their son may need additional support. Where possible previous schools will be contacted to gain relevant information and a copy of their EHC Plan if applicable.

To ensure a smooth integration and that their specific needs are met, Wellacre Academy is able to offer the following support:-

- ◆ Baseline Assessments to test Reading, Writing, Spelling and Cognitive ability.
- ◆ An IEP will be available for staff within a half term of the pupil joining the Academy.
- ◆ Vulnerable students will be placed within a small Nurture Form on their arrival.

- ◆ A linked Teaching Assistant and Pastoral Assistant will be assigned who will closely liaise with the pupil to ensure that their transition is a positive experience and that they are aware of Academy expectations.
- ◆ Initially students will be encouraged to attend The Learning Support and/or Inclusion Centres to promote their socialising and encourage friendship groups.
- ◆ Year 9 students will work closely with a representative from Connexions to establish appropriate option choices and encourage career path.
- ◆ A differentiated timetable is available targeting specific areas of needs

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis