

Special Educational Needs Information Report

Weatherfield Academy



Approved by:

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Dear parents and carers,

The aim of this information report 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 SEND, read our SEND policy on the school's website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Please see the admissions criteria on the school website

Weatherfield Academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Cognition and learning	<ul style="list-style-type: none">• Global Developmental Delay• Dyslexia• Dysgraphia• Developmental Coordination Disorder• Cognitive impairment following an injury
Communication and interaction	<ul style="list-style-type: none">• Speech and language difficulties• Autism Spectrum Condition• Auditory Processing Disorder• Developmental language Delay
Social, emotional and mental health	<ul style="list-style-type: none">• Attention deficit hyperactive disorder (ADHD)
	<ul style="list-style-type: none">• Attention deficit disorder (ADD)
Sensory and/or physical	<ul style="list-style-type: none">• Hearing impairments
	<ul style="list-style-type: none">• Visual impairment
	<ul style="list-style-type: none">• Multi-sensory impairment
	<ul style="list-style-type: none">• Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENDCO is Mrs Sharon Cox

scox@weatherfield.beds.sch.uk

Mrs Cox has over 12 years' experience in this role and has worked in a special school for over 20 years. Mrs Cox is a qualified teacher.

Mrs Cox achieved the National Award in Special Educational Needs Co-ordination in 2006. She has an extensive history of working with pupils with learning differences as well as pupils with social, emotional and mental health needs.

Class teachers

All of our teachers and support staff receive in-house SEND training as well as training provided by external agencies, and are supported by the SENDCO to meet the needs of pupils who have SEND.

Staff have received extensive training including, but not exhaustive of:

- Autism awareness
- Supporting Children with Downs Syndrome,
- Supporting Children with Speech and Language Difficulties,
- supporting medical conditions,
- ADHD training,
- Attachment Disorder Awareness
- PDA (pathological Demand Avoidance)
- Social stories
- Safeguarding
- PREVENT training
- Essential Letters and Sounds

Teaching assistants (TAs)

We have a team of 27 TAs, as well as 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

A number of staff are trained to deliver interventions such as Lego Therapy, Speech and Language Support, Sensory Circuits and yoga. Weatherfield Academy also has a Learning Mentor and Family Worker, both of whom provide support to pupils, parents, carers and staff.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social care and other LA-provided support services

- Voluntary sector organisations
- Specialist teacher assessor
- Play therapist
- Clinical psychologist
- Music therapist
- Visual impairment team
- Sorted counselling
- Family support
- Community musician

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

If you think your child might have previously unidentified needs, the first person you should tell is your child's teacher.

This can be done via an email to the school office:
office@weatherfield.beds.sch.uk

A phone call to the school 01582 605632, or in person.

The office staff or class teacher will pass the message on to our SENDCO, Sharon Cox who will be in touch to discuss your concerns.

You can also contact the SENDCO directly:
scox@weatherfield.beds.sch.uk

We will 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.

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

All pupils who attend Weatherfield Academy have an EHCP (Education and Health Care Plan) with a diagnosed need. Admission is in line with the admissions criteria (available on the school website)

Pupils are assessed on arrival and then regularly (usually half termly) to check their progress academically and socially. If a pupil is deemed to be making limited progress then the parents/carers will be advised of the concern. A meeting will be held with the SENDCO who will, in the first instance, try to find out whether there are gaps in the pupil's learning or whether additional support needs to be put in place where there may be a deficit. This will be done using classroom observations, talking with the pupil, meeting with the tutor, talking to subject teachers, monitoring unstructured times including on the playground and, whenever possible, looking at past reports. The SENDCO will compare the pupil's progress against their peers and any nationally available data.

Parents/carers will be invited into school to discuss ways forward including classroom interventions and if appropriate referrals to specific services such as a speech and language therapist, clinical psychologist or music therapist.

Additionally, staff meetings are held weekly and there is an online referral system to record any further or new concerns.

EHCP reviews take place annually with parents and carer's evenings taking place termly.

If your child does need additional support, the SENDCO will work with you and the class teacher, to create a support plan for them.

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

Pupils' academic progress is measured using PiRA and PUMA.

What is PiRA and PUMA?

PiRA Progress in Reading Assessment (PiRA) and PUMA, Progress in Understanding Mathematics Assessment is a standardised, curriculum-related series of tests developed to evaluate students' progress in Reading and Maths respectively.

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 an intervention with your child is undertaken, 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. The plan will include the frequency, who is delivering the intervention and the exit criteria or duration.

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 pupil has made progress, they may no longer need the additional provision made through SEND 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 termly reports on your child's progress. Your child's class teacher will meet with you termly or more frequently as required, in order 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 SENDCO may also attend these meetings to provide additional support.

We know that you're 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're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing, is impacting your child outside of school.

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 or support that has 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 or the SENDCO. This can be done by phoning the school on 01582 605632, via email to scox@Weatherfield.beds.sch.uk or by coming in to the school to make an appointment either with the SENDCO, Mrs Cox or the class teacher.

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 written statement, video, drawing, presentation 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?

Your child's teacher is responsible and accountable for the progress and development of all the pupils 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.

We will adapt how we teach to suit the way your child 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.

These adaptations include, but are not exhaustive:

- › **Adapting our curriculum** to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style, pace or content of the lesson.
- › **Adapting our teaching** to allow additional processing time, pre-teaching of key vocabulary, reading instructions aloud, providing word mats, using a variety of methods including interactive technology, practical resources, sensory learning, writing frames, Makaton etc.
- › **Resources and staffing** to allow additional support in the classroom, advice from external agencies including but not exhaustive of speech and language therapists, music therapists, clinical psychologist, play therapist, counsellor and occupational therapy
- › **Recommended aids**, such as laptops, coloured overlays, visual timetables, larger font, induction loop, Makaton etc.

A full list of Quality First Teaching methods can be found on the Weatherfield Website.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Comic strip conversations Work schedules Low arousal environments Sensory toys Ear defenders Supporting transition and change Using the child's name when speaking to them Using simple language, be specific Saying less, saying slowly Only using only necessary questions

	Speech and language difficulties	Speech and language therapy/advice Clicker Makaton Visual reinforcement Breakdown listening Corrective feedback Chunking of tasks Visual aids Additional processing time Instructions given in sequential order
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Alternate methods of recording: Laptops Mind maps Photographs Writing slope Errorless learning
Social, emotional and mental health	ADHD, ADD	Quiet workstation Simple instructions Use of a checklist Visual timetable Clear, consistent boundaries Tasks broken down Support to identify triggers
	Adverse childhood experiences and/or mental health issues	Support to build trusting relationships Safe space Targeted support Forced choices Option to have support from the Clinical Psychologist
Sensory and/or physical	Hearing impairment	Support from the Hearing-Impaired Team Induction Loop

	Visual impairment	Support from the Visually Impaired Team Adequate lighting Braille machine Touch typing support
	Multi-sensory impairment	Visual aids Clicker Adequate lighting
	Physical impairment	Advice from OT as necessary Resources featuring people with impairments Accessible shelves and equipment

These interventions are part of our contribution to Central Bedfordshire's Local Offer

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

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

- Reviewing their progress towards their goals each term using formal and informal assessments including teacher assessments
- Self-assessment by pupils where possible
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO using a bespoke tracker
- Parent/carer consultation evenings
- Holding an annual review

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 or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

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

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

All pupils are encouraged to go on our school trips, including our residential trip to Caldicot.

All pupils are encouraged to take part in sports day, special workshops, class reward trips, talent shows

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included and their needs catered for.

12. How does the school make sure the admissions process is fair for pupils?

Visits to the school by prospective parents/carers take place half termly and are led by Mr Meenan and Mrs Cox.

The local authority requests placement for pupils who it believes meet the admissions criteria.

Weatherfield Academy is oversubscribed with admissions being managed by the Headteacher in conjunction with the local authority.

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

Weatherfield has a pastoral support team which includes a Learning Mentor and Family Worker. We also have a Play Therapist on site 3 days a week, a SORTED counsellor for half a day a week and a Clinical Psychologist one day a week. In addition to the above we also have 3 pastoral support staff.

The SENDCo previously worked in a social, emotional and mental health school and has over 20 years' experience of working with pupils with mental health needs. Training for teachers and teaching assistants takes place weekly. Additionally, support is available to all staff who are working with a pupil who is suffering from a mental health condition at any time.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of a variety of lunchtime clubs to promote teamwork and building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEND with timetabled support sessions, the option to use the Base, social skills groups and the school council.
- We run lunchtime and afterschool clubs for pupils who need extra support with social or emotional development
- We have a zero tolerance to child-on-child abuse. We prevent bullying in the school by teaching children to accept their differences and the differences others. We use PSHE lessons to teach children about self-esteem and how to stay safe. We celebrate successes in assemblies and use Class Charts and Behaviour Watch as well as encouraging pupils to speak out. Rules for expected conduct relating to bullying are agreed by each class and visibly displayed in each classroom. The Academy also participates in national events related to bullying including Anti

Bullying Week, Internet Safety Awareness Week' and will provide all students with appropriate information from a range of resources including those provided by the NSPCC.

- › We offer restorative justice as a means of reconciliation as appropriate.

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

Between years

To help pupils with SEND be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year, when the pupil's SEND is discussed. Pupils have transition days where they can meet their new teachers and see their new classroom.
- › Schedule lessons with the incoming teacher towards the end of the summer term

Between schools and/or further education

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.

Pupils will be prepared for the transition by:

- › Weatherfield working with the pupil and their parents, carers or guardians to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.
- › Learning how to get organised independently
- › Plugging any gaps in knowledge
- › Providing all our pupils with appropriate advice on paths into work or further education
- › Offering visits to potential colleges

Joining Weatherfield Academy

- › Once Weatherfield has been identified as the child's next provision, information is shared by the academy with parents, carers and guardians and dates given for transition.
- › A meeting or video call takes place between the SENDCo at Weatherfield and the SENDCo of the pupil's previous school to discuss the needs of the incoming pupils and any additional support required.
- › Transition days are arranged so that new pupils can come in and visit the school, meet the staff and support orientation. On the pupil's first day, pupils are met by members of the SLT and pastoral team. Staff join pupils in their first lesson to help them settle and answer any questions they may have.
- › We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.
- › We set up new pupils with a buddy from the year above to help them get settled in and make friends.

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

Sharon Cox is the designated teacher for looked-after children and previously looked-after children at Weatherfield Academy.

Mrs Cox is also the SENDCo. It is her duty to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and 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 pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND 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?

A copy of the academy's complaints policy is available on the website.

'The Complaints Procedure provides a supportive framework for dealing with all matters relating to the conduct and actions of staff and the application of school procedures as they affect individual pupils.

The procedure may be used by a parent, carer, local resident or any person within the community who has a genuine interest in the school. An anonymous complaint will not be investigated under the procedure unless there are exceptional circumstances.'

Complaints about SEND provision in our school should be made to the class teacher, SENDCo or Headteacher in the first instance. They will then be actioned in line with the Complaints Policy.

If you are not satisfied with the school's response, you can escalate the complaint by contacting the Chair of Governors. This can be done via the school's reception team. In some circumstances, this right also applies to the pupil themselves.

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/disability-discrimination>

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.

Please see Central Bedfordshire's Local Offer for information.

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.

Central Bedfordshire publishes information about their Local Offer on their website.

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be contacted in the following ways:

0300 300 8088 (24-hour message service available)

support@sendiass.co.uk

[CBCSENDIASS](#)

[Referral Form](#)

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

CHUMS

CAMHs

Child Development Clinic/ Edwin Lobo

Groundworks

These services can be accessed via the academy by contacting Donna Ashley – Family Worker, Jools Hamilton Crickmay – Learning Mentor, Sharon Cox – SENDCo and Designated Safeguarding Lead Sarah Beresford the Deputy Designated Safeguard officer.

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

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil 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/adaptation** – When teachers adapt how they teach in response to a pupil'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 pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils 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
- › **SENDCO** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

