

WNA SEN Information Report September 2022

The governing body of West Newcastle Academy (WNA) publish the following information about the implementation of the policy for pupils with SEN. This information is updated annually although any changes occurring during the year are made soon as possible. This report reflects the requirements of the 2014 SEN Act and the SEN policy which should be read in conjunction with.

The governors delegate responsibility for SEN to the headteacher Susan Percy who is also the SENDCo.

WNA is a fully inclusive mainstream school which aims to provide a holistic and child centred curriculum for all pupils. The governing body will provide a quality education for pupils who fall into the four broad categories of need:

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

Whilst these four categories identify aspects of primary need for the needs of children, individual needs will be assessed by considering the needs of the whole child and not just their SEND.

Working in Partnership

The views, wishes and feelings of the child or young person, and their parents are central and all families are encouraged to participate as fully as possible in decisions about education and care. Therefore the school and families aim to work in partnership in order to provide the best possible support for the child and their parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The school works closely with health and social care bodies, Newcastle City Council and voluntary support agencies to support children and their families. The type of support will be accessed as needed to suit the needs of the individual child.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** for impartial information, advice and support in relation to their pupil's SEND and/or disability.

The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: sarah.francis@newcastle.gov.uk

For all pupils with SEND:

- We use pupil centred SEND support plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them
- We use Newcastle SEND Mainstream guidance to support provision
- We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual education plans
- We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to
- We operate a graduated response based upon need: assess, plan, do, review which is monitored by the SENDCO
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND
- We use strategies to reduce anxiety/ promote emotional well-being
- We ensure that our school activities and clubs are accessible to all our SEND pupils
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence
- Access arrangements considered for internal and external assessments
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom
- Support is offered to families, and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer
- We offer support to all pupils and families during all periods of transition
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible
- We work in partnership with families to meet the needs of individual pupils.

Types of SEND	Support/provision/ staff expertise
<p>Communication and Interaction</p> <p>This may include</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to support pupils to understand what will happen and when • Areas of classroom are clearly defined and labelled • Support during times of stress or anxiety • Areas of low distraction / individual workstations • Social skills support through small group intervention <p>e.g: social stories, Lego therapy or equivalent</p> <ul style="list-style-type: none"> • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Opportunity to communicate in various ways e.g. communication books, Makaton, PECS • Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle resources, stress ball, sensory space • Use of individualised reward systems to promote learning and enhance self-esteem • Vocational courses e.g. ASDAN, COPE • Strategies to reduce anxiety e.g. 5-point scale • Relevant staff qualifications • Advice / training from outside agencies
<p>Cognition and Learning Needs</p>	<ul style="list-style-type: none"> • Strategies to promote and develop learning skills with increasing independence

<p>This may include;</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • Additional small group support in class from the class teacher and support staff • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths. • Small group daily phonics teaching for pupils at their level of phonic acquisition • Use of ICT to support and evidence learning in a variety of ways. • Readily available resources, visuals and manipulatives to promote independence • Opportunities for pre teaching and revisiting key learning e.g. through Precision Teaching approaches • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Vocational courses e.g. ASDAN, COPE • Strategies to reduce anxiety e.g. 5-point scale • Multi-agency involvement with the family as required • Advice and support from outside agencies. • Support for homework through in- school clubs and /or breakfast / after school clubs. • Accessible and personalised homework where required. • Relevant staff qualifications
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Behaviour policy is implemented with reasonable adjusted where required • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SEND ASAP) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. Colour Monsters (EY/KS1), Zones of Regulation, Counselling service, member of staff for support/ mentoring • Additional assessments that focus on emotional development • Lego based therapy or equivalent/ Art therapy

	<ul style="list-style-type: none"> • Vocational courses e.g. ASDAN, COPE • Strategies to reduce anxiety e.g. 5 point scale, Zones of Regulation, PACE • Residential trips which help to develop social, emotional and behavioural resilience and promote independence • Staff trained in positive handling • Relevant staff qualifications • Advice / training from outside agencies
<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty • Support with personal and intimate care, if and when needed • We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp into KS2 if required. (See Accessibility Plan) • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy) • One-to-one support for gross and fine motor skills in the classroom as and when required • Movement breaks for pupils with motor coordination difficulties as and when required • Alternative ways of recording ideas/writing/investigations • Adjustments to physical environment and resources where appropriate • Relevant staff qualifications • Advice / training from outside agencies • Personal emergency evacuation plan (PEEP) in place where required

The Curriculum, Teaching and Learning

At WNA all children are provided with many different ways to engage in deep, with parents fully engaged in the process. Clearly, this child centered approach is beneficial to children with SEND. By exploring learning in small groups and in many different contexts; the city, forest, beach, school and home every child has many opportunities to learn in ways the best match their interests.

This supportive environment over two smaller sites, together with a high ratio of skilled staff, volunteers and parents, will enable children with SEND to be enthusiastic and independent learners. Children will be encouraged and expected to outperform their peers educationally, socially and make a positive contribution to their community.

Children with SEND will be expected to make rapid progress in order to narrow the gap between them and their peers. They will be encouraged to excel in their strengths as these will have a positive impact on all their learning.

The School's Aim

To enhance the school choice for families in west central Newcastle by providing a different way of learning in varied contexts.

The School's Vision

All children will achieve their full potential, with holistic support, whilst they enjoy, own and drive their learning, gaining self-respect, self-esteem and self- belief.

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self- belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Our Ethos

Is based on respect for the intrinsic capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. Children are valued as strong, sociable and capable individuals, constantly learning and enquiring about the world about them.

WNA is a place where children will be encouraged to be curious, to ask questions, to learn from one another and create their own theories and ask questions. Dialogue with, and democratic decision making between children, staff, parents and the wider community will be central to the running of WNA. Learning will be experiential, open ended and enquiry based and undertaken in rich and exciting learning environments, including the forest, beach, city and community.

All children:

- Will achieve their full potential and all can achieve excellence
- Have a supportive learning environment at home and school with parents valued as the primary educators
- Develop a love for learning when seen as unique individuals and engaged in meaning projects
- Have high levels of respect, self-esteem and self-belief when they learn through collaboration with others
- Cultivate a variety of intelligences and competencies when given the opportunity to learn from experts in a democracy.

The curriculum and the learning environment will be modified and enhanced as required to ensure the needs of children with SEND are met and rapid progress is made. As children progress through school this will change to meet their changing needs. The high staff ratio provides opportunities for children to learn individually and in small groups. When required, additional staff with expertise in a particular area will be appointed to support a child with SEN and specialist advice and training purchased. All staff will receive regular training to support children with SEND.

WNA has a program called Thrive to support vulnerable children and those with emotional and social needs to develop strong relationships in school, to promote well-being and improve attainment. The Thrive coordinator in school is Helena Trebaczyk who works closely with trained staff across the school to implement this and other programs such as Touch Base.

Assessment and Review

IEPs are reviewed regularly with all staff and progress is discussed weekly at planning meetings. Children with SEN have Learning Support Plans outlining additional support and Scholar pack is used to show progress. These are reviewed each term, or sooner if required.

High staff ratios, a child centred approach, family dining and a focus on observation ensures that all children are well known to staff. If there is a cause for concern this is discussed at the weekly planning and review meeting which the SENCo attends. Provision is then reviewed and additional support provided.

At WNA there is an informal and formal reviews and arrangements for consulting parents of children with SEN and involving them in their child's education. Appointments can always be made through the office to see any member of staff.

Moving on to Secondary School

All children, but especially those with SEND, are supported in their choice of secondary school. WNA works closely with a large number of schools and transition events are planned to ensure a smooth move to the next phase of education.

Complaints and Complements

The school welcomes feedback and ask that parents who have questions or concerns about provision speak to a teacher or the headteacher immediately. In the event of parents wishing to make a complaint they should use the Complaints Policy, available on the website (westnewcastleacademy.org) or from the school office.