

WNA SEND Information Report September 2021

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 trained as SENCo. Katie Collins also leads on Inclusion and Behaviour in school and is undertaking SENDCo training.

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.

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 Katie Collins who works closely with trained staff across the school to implement this and other programs such as Touch Base.

Assessment and Review

All children have data reviews each term. IEPs are reviewed regularly with all staff and progress is discussed weekly at planning meetings. Children with SEN have Provision Maps outlining additional support and contact sheets 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.