

The Wellington Academy Special Educational Need and Disability Statement

1. The special educational needs for which provision is made at The Wellington Academy

The Wellington Academy is a mainstream secondary comprehensive school with currently 979 students on roll, 152 students on the SEN register, 89 teaching staff and 14 Teaching Assistants.

The Personalised Learning Department is committed to achieving an inclusive ethos, reducing barriers to learning and enabling students to participate successfully in all aspects of school life. Working together we will make a difference and change lives.

The school caters for students with:

- **Speech Language and Communication Needs for example;**
Autistic Spectrum Disorder (ASD)
Semantic Pragmatic Disorder (SPD)
Pathological Demand Avoidance Syndrome (PDA)
Speech impediments
Language delay
Processing and Memory issues
- **Cognition and Learning difficulties for example;**
Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia, Developmental Coordination Disorder (DCD) Moderate Learning Disorder (MLD)
- **Social, Emotional and Mental Health concerns for example;**
Attachment Disorder
Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Medical problems e.g. toileting difficulties, Allergies,
- **Sensory and or Physical Difficulties for example;**
Hypermobility Syndrome
Fine Motor/ Gross Motor difficulties
Hearing Impaired
Visually Impaired
Physical impairment e.g. Cerebral Palsy (Hemiplegia)

2. How does the school know if my child needs extra help?

At The Wellington Academy students are identified as having SEND through a variety of ways including the following:

- Education, Health and Care Plans
- Liaising with previous setting (education)
- Student performing below age-expected levels
- Concerns raised by school staff
- Concerns raised by parents/carers
- Concerns raised by the student
- Liaison with outside agencies e.g. Speech Therapist (SALT), Educational Psychologist (EP) Child and Adolescent Mental Health Team (CAMHS)
- Health diagnosis by Paediatrician (P)/ Occupational Therapist (OT)/ Physiotherapist (PT)
- In school assessments and screening

1. What should I do if I think my child may have a Special Educational Need or disability?

- It is important that you fill out the SEND section on the Student Application Form, giving us information about any diagnoses your child has received and support currently in place.
- Please make an appointment to see the Director of Inclusion or Personalised Learning Manager (Secondary) so that we can assess your child's needs and a plan of support can be drawn up in advance.

3. How will The Wellington Academy support, provide and evaluate the effectiveness of the appropriate provision matched to my child's needs?

Who will oversee, plan and work with my child and how often?

- The Director of Inclusion oversees all support and progress of students requiring additional support across the school. Every student with additional needs will have an Educational Support Plan drawn up which is distributed to relevant teachers.
- Teachers will oversee, plan, differentiate and work with every child with additional needs in their class to ensure that progress across the curriculum is made. There may be a Teaching Assistant working with your child either individually or as part of a group if it is deemed as necessary by the Head of Learning Support in conjunction with the class teacher.
- Students may be invited to attend intervention sessions, specifically designed to support students who have additional needs relating to literacy, emotional or social difficulties.
- Students may also be referred or refer themselves to individual or group sessions with the school's Health and Well Being Advisor.

How is the decision made about what type and how much support my child will receive?

- The Director of Inclusion, alongside other designated staff including SLT, Teachers, Teaching Assistants, Progress Leaders and Student Managers, will discuss a student's needs and what support would be appropriate. If required, advice and support from an outside agency will be sought. Different students will require different types and levels of support in order to bridge the gap to maximise progress towards age-expected levels.

4. How are the school's resources allocated and matched to students' SEND Needs?

- The budget used to fund SEND can be used in a variety of ways e.g. :

Human resources

- Teaching Assistants' salaries to support students either in class, small groups or 1:1.
- Outside Agency assessments.
- Director of Inclusion and Personalised Learning Manager (Secondary) salaries which include; time to assess, track, monitor and evaluate the impact of the provision, organise and attend meetings involving children with SEND.
- Administration Manager's salary
- Continuing Professional Development for all staff.
- Alternative Learning staff

Physical Resources

- Intervention programmes
 - Specialist equipment
 - Adapted resources
 - Specialist resources (ELSA, SALT, Physical, ASD)
- The budget is allocated on a needs basis. Students who have the most complex needs are given the most support.
 - We ensure that all requirements of students who have additional needs are met to the best of the school's ability with the funds available. The first 15 hours of support for a student who has an Educational Health Care Plan (EHCP) is funded by the school. Any additional hours are funded by the Local Education Authority.
 - Out of the school's main budget an allocation is made to children with SEND.
 - The Director of Inclusion, Personalised Learning Manager (Secondary) and Teaching Assistants are funded from this SEN budget.

5. How will the Curriculum be matched to my child's needs?

Students may be set in core curriculum subjects (English, Maths and Science) so that work within lessons is pitched at an appropriate level to enable all students to access according to their additional educational need. On occasions learning may be personalised and individually differentiated which will be reflected in the student's Profile or SEND Support Plan

6. How are Parents/Carers consulted and included in the education of their child if they have SEND?

- Parents are invited to contribute to student's Profile or SEND Support Plans and parents are encouraged to contact the Personalised Learning Department or other staff at the school who are involved in their children's education, to ensure on-going communication and consultation.
- Personalised Learning Staff are available at Parents/Carers consultation meetings to allow more time for parents/carers to discuss their child.
- If concerns are identified relating to students' progress or performance, the school may contact parents/carers to discuss further strategies of support in order to facilitate better outcomes for SEND students.
- If your child has an Educational Health Care Plan (EHCP) an Annual Review is held yearly or sooner if required. All reviews are sent to the Special Educational Needs and Disabilities Department at Wiltshire County Council.

- Parents/Carers of Looked After Children (LAC) are part of the Personal Educational Plan (PEP) review and these are updated in line with the Local Education Authority (LEA) guidelines.
- If your child requires support from an outside agency, then permission is always sought and parents/carers are invited to attend.
- If parents/carers require meetings with members of the Senior Leadership Inclusion team then appointments can be made via the school office.

7. How will my child be able to contribute their views?

- Students who have SEND Support Plans are encouraged to contribute to their plans by discussing their needs with members of the Personalised Learning Department or any other members of staff in school.
- Each year group has an attached Student Manager and Head of Year who provide additional pastoral support for students and are an important part of the joined-up support we aim to ensure all SEND students receive.
- If your child has an Educational Health Care Plan (EHCP) their views will be sought before any review meetings.
- If a child is Looked After (LAC) they will be part of the Personal Educational Plan (PEP) review process.

8. What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents/carers and teachers; therefore we aim to keep communication channels open and communicate regularly.
- Each student has a Student Planner which is designed to facilitate regular communication between parents/carers and tutors so that comments from parents/carers and teachers can be shared and responded to when needed.
- We offer an open door policy where you are welcome any time to make an appointment to meet with staff to discuss how your child is getting on. We can offer advice and practical ways that you can help and support your child at home.
- If your child is on the SEN Register they will have an SEND Support Plan or EHCP which will identify personalised strategies to facilitate students' access to learning in all lessons. SEND Support Plans are regularly reviewed and updated.

9. How does the school know how well my child is doing?

- As a school, we measure students' progress in learning against National Expectations and age-related expectations. The Personalised Learning Department, Teachers and Assessment Manager continually assess each student and track and monitor progress. As a school, we track students' progress from their point of entry to year 11, using a variety of different methods, including; National Curriculum levels, Reading and Spelling Ages/ Standardised Scores and a carousel of different assessments.
- Assessment data is continually updated and is available to all staff via the school's central recording system, ISAMS.
- Students' SEND Support Plans are updated regularly by the Personalised Learning Administrator and re-distributed to staff to ensure teachers have the most up-to-date information for every student on the SEN Register.

10. What support will there be for my child's overall wellbeing?

- We are an inclusive school and we welcome and celebrate diversity. All staff believe that it is crucial to students' well-being to have high self-esteem.
- The Progress Leader, Student Manager, Tutor and class teachers have overall responsibility for the pastoral, medical and social care of every child in their Year group or class.
- Students whose well-being is considered to be at risk, are referred to the Personalised Learning Department for Emotional Literacy assessment. A range of interventions may be recommended for students including referral to the Health and Well-being advisor, Art Intervention or Emotional Literacy intervention. At this stage parent/carers will be contacted and if required a SEND Support Plan will be drawn up.
- If further advice or support is required then the school will liaise with the relevant outside agencies.

11. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we aim to identify any underlying symptoms relating to learning or any other circumstances that may be adversely affecting students' behaviour and progress. Every effort will be made to support students to behave respectfully, both within and outside the school community.
- There is a consistent sanction and reward system that is followed by all staff when a student's behaviour falls below the standard expected to enable all students in the community to learn and thrive. Parents/carers will always be kept informed of steps being taken to address their child's behavioural needs.
- If students' behaviours are not able to be addressed within the school's usual systems, students may be referred to the schools' Personalised Learning Centre, following a period of assessment and consultation with staff and parents/carers.
- Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded by Student Managers, reported to the Attendance Officer and Principal.

12. How will my child be included in activities outside the classroom, including school trips?

- All students are included in all aspects of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure this is successful. A risk assessment is carried out prior to any off-site activity to ensure that health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take full part in an activity, adaptations will be made if possible.

13. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on site (see separate policy). Parents/carers need to contact the School Nurse to discuss their child's medical requirements and oversee the administration of any medicines.
- We have a full-time School Nurse who provides updates of conditions and medication affecting individual children. This enables all staff to be able to manage medical situations. Training is provided to all staff wherever necessary.

14. How are the Governors involved and what are their responsibilities?

- The Director of Inclusion reports to the SEND Governor. The Vice Principal for Students reports to the Governors about the progress of all vulnerable students. This report also provides details of other professionals and organisations who are providing support and any updated training carried out. This report does not refer to individual children and confidentiality is maintained at all times.

- The SEND Governor reports to the full governing body on the impact of the SEND provision within school.

15. Who are the SEND Team at The Wellington Academy?

The Vice Principal for Safeguarding is Ben Bond
benbond@thewellingtonacademy.org.uk

The SEND Governor is Sarah Evans
sarahevans@thewellingtonacademy.org.uk

The Director of Inclusion is Gill Walker
gillianwalker@thewellingtonacademy.org.uk
Ext: 3948

The Personalised Learning Manager (Secondary) is Donna Lash
donnalash@thewellingtonacademy.org.uk
Ext: 3948

The Personalised Learning Manager (Primary) is Tracy Pye
tracypye@thewellingtonacademy.org.uk

The Personalised Learning Admin Manager is Micky Sellick
mickysellick@thewellingtonacademy.org.uk
Ext: 3908

The team consists of specialists in:

Dyslexia Intervention
Art Intervention
Emotional Literacy
Communication Interaction
Speech and Language
Mental Health

16. What expertise, outside agency support is available to my child?

- ***The Vice Principal for Safeguarding*** has 10 years' experience of senior leadership and working with external agencies to support young people.
- ***The Director of Inclusion*** has 15 years' experience in Inclusive Education with a focus on Behaviour for Learning and Special Educational Needs with a passion for re-engaging students who may have become disaffected.
- ***The Personalised Learning Manager*** (Secondary) has a total of 11 years' experience working with adults and children with learning disabilities, managing challenging behaviours and offering person centred plans and approaches in a holistic way. Supporting and motivating students whom feel that they do not belong and/or are disaffected and supporting their emotional development.

- As a school we work closely with any external agencies that we feel are relevant to the child's needs including:

SEND Specialists Wiltshire County Council
 Educational Psychologist Wiltshire County Council
 Child and Adolescent Mental Health Service (CAMHS)
 Speech and Language Therapist (SALT)
 Advisory Teachers for Visual and Hearing needs
 Children's Services
 Locality Workers
 Parent Support Advisors
 Paediatricians
 General Practitioners (GP)
 Young Carers

17. What Training have the staff supporting children with SEND had?

All Staff have access to training throughout the year on the four areas of SEND. Which are as follows:

- Communication and Interaction,
- Cognition and Learning,
- Social, Mental and Emotional Health
- Sensory and or Physical.

18. How accessible is the School Environment?

(Accessibility Plan is available on request)

- We are an inclusive school and will try and meet the needs of children with SEND to the best of our capability. Adaptions to the curriculum are made to ensure this happens. We liaise with outside agencies and services to provide the necessary support and equipment to enable us to be able to do this.
- The school is on three levels and there is a lift. The outside environment can be accessed without the use of steps.
- The school site is wheelchair accessible.
- The school has a fully equipped changing room which includes; disabled toilet, handrails, raised stool, accessible showers.
- Regular risk assessments for children with physical disabilities are carried out alongside specialist Teacher Advisors.
- If a child requires specialised equipment, this will be provided by the Specialist Teacher Advisory service.

19. How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

(Equal Opportunities Policy available on request)

Primary to Secondary

- The Head or Personalised Learning Manager (Secondary) visits all feeder primary schools to meet with the SENCOs and class teachers. If a student has an identified Special Educational Need then a Transition Plan will be drawn up prior to transition. The transition will include an Additional Transition Day for students and further visits to the school as required.

Transition to Further Education

- We liaise closely with staff when receiving and transferring students to Sixth Form and Colleges ensuring all relevant information and paperwork is passed on and all needs are discussed and understood.

Who can I contact for further information?

- The first point of contact would be the Personalised Learning Administrator Manager.
- If you require additional information or advice then an appointment with the Head or Personalised Learning Manager (Secondary) can be made via telephone or email.
- Other advice could be sought from:
Parent Partnership (www.parentpartnership)
Independent Parental Special Education Advice (www.ipsea.org.uk/)
- More information can be found in Wiltshire County Council's Local Offer.

Complaints Procedure

In the first instance any complaint should be addressed to the Principal, Dr Mike Milner, Vice-Principal, Ben Bond, or Head of Learning Support. If the problem cannot be resolved by this means then the SEND Governor or Complaints Panel of the Governing Body may become involved. In the first instance, if school based solutions fail to resolve the complaint parents/carers should write to:

Principal Special Needs Officer
SEN Services
Children's Services Department
Wiltshire County Council

Who should I contact if I am considering whether my child should join the school?

(Admissions Policy available on request)

- Contact the school Admissions Officer, Sue King, to arrange a visit and book an appointment with the Personalised Learning Department to discuss how the school could meet your child's needs.