

The Wellington Academy Special Educational Need and Disability Statement

1. The Special Educational Needs for which The Wellington Academy makes provision:

The Wellington Academy is a mainstream secondary comprehensive school with currently 1087 students on roll, 72 students on the SEN register, 67 teaching staff, 7 Teaching Assistants and 1 SEND Support Teacher.

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 and 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 in a variety of ways for example:

- Transferred Education, Health and Care Plans
- Liaising with previous setting (education)
- Enhanced transition
- 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

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.
- Contact the SENCO to discuss any concerns you have and discuss their needs.

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 SENCO oversees the support and progress of students requiring additional support across the school. Every student with additional needs will have a One Page Profile drawn up which is distributed to relevant teachers to support their learning.
- Teachers will plan and differentiate for every child with additional needs in their class to ensure that they can progress. There may be a Teaching Assistant working with your child either individually or as part of a group.
- 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 SEND department, Place To Be, Pastoral team.

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

- The SENCO alongside other designated staff including SLT, Teachers, Teaching Assistants, Heads

of Year 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 the school's resources are 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.
- SENCO role and responsibilities, 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
- Intervention from additional or external staff.

Physical Resources

- Intervention programmes
 - Specialist equipment
 - Adapted resources
 - Specialist resources (ELSA, SALT, Physical, ASD)
- 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.
 - Out of the school's main budget, an allocation is made to children with SEND.

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

Students are set in core curriculum subjects (English and Maths) 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 One Page Profile or SEND Support Plan.

All students will have access to a wide curriculum that will allow them to engage with their own learning and experience a variety of subjects.

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 One Page Profile or SEND Support Plans and parents are encouraged to contact the SEND department or other staff at the school who are involved in their children's education, to ensure on-going communication and consultation.
- The SEND team are available for Parents/Carers 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) a review will be held annually or more regularly if there are serious concerns identified that hinder the progress of the student. All reviews are sent to the Special Educational Needs and Disabilities Department at the appropriate local authority.
- 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 will be sought and parents/carers are invited to attend.

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

- Students who have SEND Support Plans should contribute to their plans.
- 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 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.
- Both the SEND and Pastoral teams are available for parents to make an appointment to discuss how your child is getting on.
- If your child is on the SEN Register they may 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 and age-related expectations. Student are regularly assessed to 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; Reading and Spelling Ages/ Standardised Scores and subject specific assessments.
- Assessment data is updated twice per academic year.
- Students' SEND Support Plans are reviewed up to 3 times a year and new targets are sent to teachers, ensuring that staff 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 Head of Year, Student Manager, Tutor and class teachers have overall responsibility for the pastoral and social care of every child in their Year group or class.
- Students who are struggling with their well-being or their social interactions, can be referred to

the SEND Department for Emotional Literacy assessment. A range of interventions may be recommended for students including referral to Place2Be, Emotional Literacy intervention, SUMO intervention.

- 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, inside 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.
- The Attendance Officer monitors attendance of every child. Lateness and absence are recorded by Student Managers, reported to the Attendance Officer and Headteacher.

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.
- We run a full and diverse enrichment programme that all students are encouraged to sign up for.
- We run a values curriculum which is designed to educate the whole child and develop key traits.

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).
- We have a School Nurse who provides a drop in session every Tuesday. Training is provided to all staff wherever necessary.

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

- The SENCO reports to the SEND Governor. 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 Deputy Headteacher for Safeguarding
is Rob Wood
RobWood@thewellingtonacademy.org.uk

The SENCO is Mrs Laura Lacey
LauraLacey@thewellingtonacademy.org.uk
Ext: 3872

The SENDCo Co-ordinator is Mrs Clarke
NicholaClarke@thewellingtonacademy.org.uk
Ext: 3888

The team consists of specialists in:

Emotional Literacy
Communication and Interaction
Speech and Language

The Governors responsible for the oversight of SEND are:

Major Robert Crean
Lisa Ashford-Smith

16. 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.

17. 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

- We work closely with our feeder Primary Schools and run an enhanced transition programme. 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 Year team or the SENCO.
- 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 SENCO and will be escalated if required. 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.

