

Wigston Academy



SEN and Disability

Local Offer – Secondary Setting

July 2016

Leicestershire's Local Offer for Educational Settings
Regulation 3 Special Educational Needs and Disability (Information) Regulations

P/C – parent/carer
YP – young person

P/C: “How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?”

YP: “How do I tell the school if I need extra help?”

Wigston Academy is a highly successful mainstream 11-15 School (increasing to 11-16 in Sept 2017) serving the community of Wigston. Our aim at Wigston Academy is to ensure that every child, whatever their individual needs, has access to the full curriculum and that provision is made to help young people feel that they are in every way a part of the school life.

The progress of every child with Special Educational Needs is monitored by our SENDCO. We liaise closely with parents, tutors, teachers and other external agencies, in order to support the most vulnerable students.

The school pursues excellence in all it does, placing the learner at the heart of its work. The ethos is a can do, inclusive one. Students enjoy all the learning opportunities they are offered and rise to the challenge of the high expectations we have of them. Wigston Academy is part of a Teaching School Alliance (TELA) and is a National Support School. As a result, the school engages in significant School to School Support and CPD provision. We are also a centre for School Direct placements. The school is a vibrant, innovative and forward-looking institution, a place which never stands still but constantly seeks improvement.

P/C: “How do you identify children with special educational needs?”

YP: “How will you work out with me what extra help I need?”

The Learning Support Department is led by our SENDCO (Special Educational Needs and Disability Coordinator) Mrs K Grace. As a part of this role she is responsible for

- Coordinating provision for children with SEND and creating opportunities that allow them to access the curriculum in a safe and secure environment
- Developing the school’s SEND policy
- Ensuring that parents are involved with supporting their child’s learning and access
- Informing parents / carers about the range and level of support offered to their child
- Including parents in student reviews
- Supporting successful transition whether within groupings in the school or to another school or external provision
- Liaising with external agencies who can offer advice and support to help students overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs

Additional support is provided by Assistant Head of Learning Support, Mrs A Dakin, SEN Teacher Mrs C Parker-fray, and a team of experienced Learning Support Assistants.

The school has a recognised governor who is linked to SEND. Their responsibility is to support the school and department in evaluating and developing quality and impact for students with SEND across the school. The link governor is Mrs C Arlett.

Students with SEND have often already been identified within their primary school provision and this is shared with us through close liaison and partnerships. A member of the Learning Support team will attend annual reviews during year 6 for students with Educational Health and Care Plans (EHCP’s) to support early transition. Enhanced transitions are offered to vulnerable students where it is felt they would benefit from additional time at the school to experience what is on offer. Regular meetings are held with the primary schools to ensure that we are fully informed of any students with SEND who are transferring to the school.

Early identification of students with SEND is essential and a variety of data tools can be used to assess if additional SEND needs have not already been picked up. Key stage 2 SAT results and teacher assessments are used, as well as annual standardised NFER reading tests and the Single Word Reading Test (GL Assessments) to identify any concerns that may not have already been addressed. Year 7 also take the MIDYIS test to give the school additional data to help them further. If required the school will screen some students using the GL Assessment Dyslexia Screener to help identify any students who may have a possible specific learning difficulty.

In some cases if a student is continuing to experience significant difficulties, further external expertise may be requested. The school will refer to external agencies for assessments or diagnosis as appropriate following consultation with parents/carers.



P/C: “How will you support my child?”

YP: “How will you help me?”

At Wigston Academy, regular assessment procedures are in place and students’ progress is tracked.

All students on the SEND register receive quality first teaching and a differentiated curriculum as appropriate.

Support Available In School

In Class Support:

Learning Support Assistants will be in class to help students with:

- Reading and writing tasks
- Listening and concentrating
- Staying on task and completing work
- Answering questions
- Helping students to work with each other.

They will listen to students and give help but they will not do the work.

Small Group Work:

Targeted students receive additional support through small group work on a regular basis. This is primarily for literacy support but can also include numeracy support. This support is given by a Special Needs Teacher.

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When necessary, a few students benefit from intensive individual support to meet their needs. This may be provided by an LSA or a Special Needs Teacher.

Short Course Intervention:

Some students may benefit from a short series of sessions to help with their emotional, behavioural and communicational difficulties. This may be provided by an LSA or a Special Needs Teacher.

Additional Help Available:

- Extra reading sessions for targeted students.
- Early morning spelling sessions using ‘Successmaker’ computer program or Wordshark
- Home/School Liaison book.
- Mentoring

P/C: “How does the school know how effective its arrangements and provision for children with special educational needs are?”

YP: “How will you make sure you help me as best you can?”

A graduated response for identification, assessment and provision, in accordance with the SEND Code of Practice 2014, is in place. This approach recognises that there is a continuum of Special Educational Needs and that the majority of students with Special Educational Needs will be at SEND support.

Most students with SEND have already been identified by their Primary school and through quality first teaching and suitable differentiation teachers should be able to meet the learning needs of individual students.

If, however, a teacher identifies a student that they feel is experiencing difficulty and is not making expected progress, they will initially provide intervention and provision in class (WAVE 1). In addition they may also liaise with the Learning Support Department if further advice is required. A student’s progress will be tracked by teachers over time.

If it becomes clear their needs require intervention, which is ‘additional to’ or ‘different from’ the well differentiated curriculum, students may be extracted for small group targeted intervention (WAVE 2). Where students continue to struggle (despite a significant structured input) to make progress additional targeted/specialist support could be implemented (WAVE 3).

Each pupil on the SEND record of Individual Needs will have an Individual Pupil Profile which outlines a child’s individual needs and strategies to support them. These pupil profiles are circulated to all staff and parents and are reviewed during the year.

Mrs Grace (SENDCO) takes responsibility for managing the students’ special education provision, working with the students’ teachers, parents and the students themselves.

Students with a Statement, or EHCPs, complete a questionnaire prior to their Annual Review meeting to express their views about progress and school.

Students are encouraged to come to Parents’ Evenings and Review meetings, to be included in the review of their progress and have a voice.

P/C: “How will both you and I know how my child is doing and how will you help me to support my child’s learning?”

YP: “How will I know if I am meeting my goals?”

When a student is identified as having SEND, a variety of strategies may be put in place to support. These could include:

- A Learning Support Assistant in lessons to support the teacher with a differentiated curriculum;
- Small group work on a regular basis. This is primarily for literacy support, but can also include numeracy support. This support is given by a Special Needs Teacher;
- When necessary, intensive individual support to meet a student’s needs. This may be provided by an LSA or Special Needs Teacher;
- A short series of sessions to help students with their emotional, social and behavioural difficulties;
- Additional help with extra reading sessions for targeted students, early morning spelling sessions using the ‘Successmaker’ computer program, Wordshark and lunch-time social skills/homework club;
- We also provide a home/school liaison book to support homework tasks and provide links between school and parents/carers.



P/C: “What is your approach to individual learning?”

YP: “How will you support me to access education?”

On transition from primary school, careful thought and consideration is given to placement of students in tutor groups, after liaison between Pastoral leader and the SENDCO.

A Learning Support Assistant (LSA) always works in the lower set(s) as additional support for SEND students.

In Years 7, 8, 9 and 10, students are set in the majority of subjects which again gives us the opportunity to target support accordingly.

Some students may need an adapted curriculum or opportunities to meet their needs. Wigston College may be involved to support these students.

Both teaching and non-teaching staff are given training on the diverse needs that they may work with within school. Specialist nurses and other outside agencies: Diabetes, Autism Outreach, Speech and Language, ADHD solutions, vision and hearing impairment team and Specialist Teaching Service, are able to provide advice and strategies for teaching students with SEND and medical conditions.

Updates are made available to staff by the SENDCO on a regular basis to ensure staff are fully informed of any student developments or additional needs.

P/C: “How will my child be included in activities outside the classroom including trips?”

YP: “How will you help me to be included in school activities?”

At Wigston Academy all students are actively encouraged to be involved in extra-curricular activities, including lunch-time, after school clubs and educational visits.

Support for vulnerable students is offered at lunch-time in the SEN room. Students with homework are able to complete it with support, if necessary and structured activities are always in place to develop social skills and friendships in a safe, secure environment.

Opportunities may arise for inclusive PE sessions. Students with SEND are encouraged to take part in these.

When a student wishes to take part in an educational visit or activity, the Learning Support Department will liaise with staff and parents to ensure appropriate provision is made.



P/C: “How will you help to develop my child’s emotional and social development?”

YP: “How can I get help if I am worried about things other than my school work / course?”

All students have a class tutor who monitors the student’s well-being, attendance, progress and behaviour. Consideration is given to which tutor group students are placed in, in accordance with their individual needs.

Each year group has a Pastoral Leader who has overall pastoral responsibility and will liaise with the Class Tutor and SENDCO about any social and emotional needs that may arise.

The Senior Leadership Team are responsible for Child Protection issues.

The Pastoral Leader is responsible for monitoring behaviour and putting in place strategies to support and improve this.

Students’ attendance is monitored. The school has an attendance mentor who monitors and mentors students whose attendance is a concern.

Within the Learning Support Department, an experienced Teaching Assistant delivers friendship group sessions aimed at students on the autistic spectrum and others who require strategies with developing peer relationships.

All staff have received Safeguarding Training. Trained medical staff provide supervision, should students need to administer medicines.

The School Nurse visits once a week and students are aware that they are able to make appointments confidentially, or be referred. Members of staff may also refer with parental consent.

The school also has the services of a Counsellor who visits twice a week. In consultation with parents, staff and the pastoral leader, students may be referred.

If students wish to contribute their views they are encouraged to through the School Council.

P/C: “How will I be able to raise any concerns I may have?”

YP: “What can I do if I am worried about something?”

In the first instance all concerns are to be raised with the pupil’s tutor or subject teacher if appropriate. If there is a more specialised educational concern then contact can be made with Mrs K Grace admin@wigstonacademy.org or 0116 2881 228

P/C: “What specialist services and expertise are available at or accessed by the setting? “Who else has a role in my child’s education?” What training have staff supporting SEND had or what training are they having?”

YP: “What staff are there in the school with special training to help young people who need extra help?” “Who else might help me with my learning?”

The school has an ongoing training programme in place to ensure that teachers and support staff have appropriate skills, knowledge and resources in areas that will improve their teaching and support of children with SEND.

There are occasions where a pupil will come to the school with needs that have not been met previously. On these occasions we would liaise closely with the student’s previous school, parents, and the student themselves and any appropriate external agencies to ensure as smooth a transition in to school life as possible.

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Access to medical intervention could include, use of Health and Care Plans, referral to paediatrician, referral to CAMHS via school nurse and specialist school nurses.

Other agencies that the school may work with are,

- Educational Psychology Service
- Specialist Teaching Service
- Speech and Language Service
- Autism Outreach
- ADHD Solutions
- VI /HI service
- CAMHS – Valentine Centre/Oakham House
- School Nurse
- Attendance Improvement Officer
- Social care/Leicestershire Strengthening Families
- Youth Offending – YISP/YOS
- Occupational Therapist
- Leicestershire Supporting families
- South Leicestershire Behaviour Partnership
- School Counsellor
- Youth Service

P/C and YP: “How accessible is the setting both indoors and outdoors?”

Wigston Academy, in conjunction with Wigston College, provides a learning campus of excellence across the 11-19 age range. The buildings are a mixture of both old and new which have been recently merged to form one building for the Wigston academy Campus. The building is set across two floors with access to the upper floors being supported by a lift or specialist chair lift provision, (staff have been provided with training to ensure the safe operation of this system). The school operates a one way system within certain parts of the school to avoid corridor congestion. There are designated disabled parking spaces at the front and of the building. There are disabled toilet facilities in the sports halls and within the main body of the school. There is a medical room available to provide temporary care for students who are unwell and also space for lockable storage of long term medicines and confidential documentation.

When appropriate, the school seeks advice from the VI/HI service, occupational or physiotherapist team to see what alterations or adaption's need to be made to support a student's individual needs.

P/C and YP: “What other support services are there who might help me and provide me with information and advice?”

P/C and YP: “Where can I find the local authority’s Local Offer?”

The first point of contact for any parent/carer should be the student’s tutor. If the concern is of a specific nature relating to SEND, then parents/carers should contact Wigston Academy SENDCO K Grace admin@wigstonacademy.org
01162 881228

Advice on SEN support across Leicestershire can be found in the ‘Local Offer’ at

www.leics.gov.uk/local_offer

The new SEND code of practice is available for downloading at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
From September 2014 Leicestershire LA publishes a local Offer. This has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN and service providers in its development and review.

P/C: “How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”

YP: “What help is there to help me get ready to start at my next setting / school / school?”

Wigston Academy is proud of its close links with its primary schools. There are a number of opportunities where the school and primary schools work together using the arts, PE, technology and citizenship to create a friendly and welcoming experience.

For year 7 students with identified SEND or vulnerability transition will start with a member of the Learning Support department attending at the annual review or multi agency meetings for these children. In liaison with primary schools enhanced transitions are offered for vulnerable students where it is felt they would benefit from additional time at the school to experience what is on offer.

There are also open evenings available where parents and students can visit the Academy on an informal basis. Staff will be available to answer any questions or concerns that you may have.



