

Wyvern Academy SEND Information Report

September 2021

Wyvern Academy is a fully inclusive mainstream school. At Wyvern Academy, all pupils are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the best in everyone'. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, Wyvern Academy is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- *Be treated as individuals where their individual needs, interests and aptitudes are recognised.*
- *Be entitled to have an emerging or evident special educational need identified and assessed.*
- *Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.*
- *Receive a balanced curriculum in both content and style of delivery which allows them to make informed choices as they progress beyond the Academy. Be encouraged to achieve their full potential, whatever their abilities.*
- *Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.*
- *Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.*
- *Be encouraged to see education as a life-long process to the benefit of all aspects of their life.*

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

*The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at:*

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Regulation	Question	School response
<p>1. The kinds of special educational needs and disabilities for which provision is made at the school</p>	<p>What kinds of SEND do pupils have in your school?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Wyvern Academy have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs and disabilities</p>	<p>How do you know if a pupil needs extra help?</p>	<p>When your child first joins Wyvern Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers and Heads of Department closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Wyvern Academy will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Year Leaders, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND/Additional Needs register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student</p>

		learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.
3a. How the school evaluates the effectiveness of its provision for such pupils	<p>How will I know that my child is making progress?</p> <p>How do you evaluate provision?</p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress and parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education Health Care Plan have an Annual Review. SEND students who are on the SEND register will also have a termly review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through ongoing evaluation. Additionally, progress and attainment data for students is analysed for effectiveness and value for money.</p>
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>During our reporting cycle, parents/carers, will receive an interim report with data and progress 3 times per year. One of which will also be a full written report with comments from class teachers. There is the opportunity for parents/carers to discuss these verbally during Parents Evening.</p> <p>Heads of Department and Curriculum Support staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time, we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register).</p> <p>The school provides information for parents through newsletters; information on the website and Open/Information days; Parents Evenings and letters home. Outlines of our curriculum model and aim is published on the schools website.</p>
3c. The school's approach to teaching pupils with special educational needs and	<p>How do teachers help pupils with SEND?</p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this.</p>

<p>disabilities</p>		<p>This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.</p> <p>Our school is a safe building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a disabled toilet. Wyvern Academy is currently working to make the school site accessible to all.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes a SENDCo; Learning Support Assistants; and Pastoral Support.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with an EHCP will have targets and strategies set by the SENDCo in conjunction with faculty staff. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>

<p>3f. How the school enables pupils with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities</p>	<p>What social, before and after school, and other activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A range of academic and hobby/interest clubs are available at Wyvern Academy. They are open to all students, including students with SEND. Details of these clubs are available on the school website.</p> <p>The Extra-Curricular timetable is available on the school's website.</p> <p>All children in the school are encouraged to take part in extra activities at lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs and disabilities</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At Wyvern Academy, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Year Leaders; Attendance Team; Learning Support Assistants; and Safeguarding Leads. We also have excellent relationships with a number of external agencies, for example: Early Help Team; and CAMHS.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEND coordinator</p>	<p>Who should I contact if I want to find out more about how Wyvern Academy supports pupils with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The schools SENDCo is Kris Marley. Contact details: Email kris.marley@consilium-at.com or telephone 01325 351377.</p> <p>Speak to your child's Pastoral Leader in the first instance.</p>

<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured</p>	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>We have a Learning Support department which is made up of the SENDCo, and a number of teaching assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including NVQ Level 1, 2 & 3 Supporting Learners in Schools; an Emotional Literacy Support Assistant (ELSA); Supporting Students with speech, language and communication needs (ELKLAN trained); Supporting students with ASD; Supporting students with ADHD; Attachment Issues and Early Help Assessment training.</p> <p>Training is provided to all staff, including teachers and TA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.</p> <p>As a school, we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>As a school, we can access a range of services including Visual and Hearing-Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Kris Marley or discuss the issue at the next review/parents evening.</p>
<p>7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.</p>	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ➤ Helping them to be organised for their day (including bringing the right equipment and books) ➤ Full attendance and good punctuality ➤ Completion of homework ➤ Checking and signing planner ➤ Attending parent's meetings ➤ Attending any meetings specifically arranged for your child <p>We will support you by having regular communication with you. Class Charts App also allows you to track your child's progress in real time.</p>

<p>8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'their views' with the SENDCO.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school</p>	<p>Who can I contact for further information?</p> <p>Who can I contact if I have a complaint?</p>	<p>Please contact Kris Marley for further information.</p> <p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact Kris Marley. The schools' complaints procedure is available on the school's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>As a school, we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Early Help Team; Speech and Language Service; and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Darlington Borough Council and use the Early Help Assessment process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist please contact Kris Marley or discuss at the next review/parents evening.</p>

<p>11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>Parents are able to contact the Parent/Carer forum for advice, and our local chapter in Darlington is very active. Parents can also contact IPSEA for independent advice, and Daisy Chain is a local charity that supports families of ASD students.</p>
<p>12. The school's arrangements for supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place.</p>
<p>13. Information on where the local authority's local offer is published</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Darlington County Council Local Offer information: https://livingwell.darlington.gov.uk/Categories/528</p>

Key Staff

Assistant Head and SENDCo: Mrs Kris Marley

Pupil Welfare & Attendance: Mrs Zoe Grant

School Governor with responsibility for SEND: Emma Bagley

You can contact any member of staff by telephoning the main switchboard on 01325 351377.