

Watling Academy SEND ‘School Offer’ as part of the Milton Keynes Local offer 2020-2021

<p>1. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?</p>	<p>A student may be identified as having a Special Educational Need or Disability (SEND) at any stage during his/her education. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring a specific intervention.</p> <p>Information about your child’s special educational needs comes from a number of sources:</p> <ul style="list-style-type: none"> • Primary School for Year 7 Transfer • Baseline testing • Screen tests for reading comprehension and spelling ages • Observations • Monitoring student progress • Learning Support Assistant feedback • Parental concern or referral • Student self-referral • Information from Heads of Year, subject teachers and form tutors • External agency report
<p>2. What should a parent/carer do if they think their child may have special educational needs or a disability?</p>	<p>If you think that your child may have special educational needs that have not been previously identified, then you should contact the school and ask to make an appointment with the Special Educational Needs Coordinator. You could also contact your son/daughter’s form tutor or Head of Year.</p> <p>If you have any concerns about your child’s special educational needs, please contact the SEND team: Miss N Hunt (SENDCo) huntn@watling.academy 01908</p>

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<p>3. How will the school support a child who has been identified as having special education needs or a disability?</p>	<p>School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom.</p> <ul style="list-style-type: none"> • The Student Support Faculty aims to ensure the fullest possible access to the curriculum for students on the Register • The provision is reviewed twice yearly to ensure it addresses the needs of current students • Academic Profiles are produced for students requiring targeted intervention or additional class support • Progress reports are issued up to five times in the Academic Year • In addition to this, students who have Academic Profiles have their targets and progress monitored to ensure that the school has complete information on the whole learning experience • End of Year Exam information reported home to parents
<p>4. How will the school's curriculum be matched to the needs of SEND students requiring additional support?</p>	<p>The Student Support team aims to ensure the fullest possible access to the curriculum for students with SEND.</p> <ul style="list-style-type: none"> • Quality First Teaching • Differentiated teaching and learning activities and resources • Access to additional adult support at breaks and lunchtimes • Opportunities for support with homework after school • Intervention targeting specific needs and the development of specific skills • Literacy and Numeracy support provided to staff for curriculum planning to better meet the needs those requiring additional support

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<p>5. How will the school and the parent/carer know how a student is doing and how the parent/carer can support their child's learning.</p>	<p>Parents/carers are informed about their child's progress in a number of ways.</p> <ul style="list-style-type: none"> • Parents will receive regular formal reports and progress information from subject staff • Subject Review Evenings which provide an opportunity to meet with subject staff and discuss progress, attended by the SENDCo. • Students with Academic Profiles have clear targets that are updated through meetings with the SENCo or Student Support staff. • Students with an Education, Health and Care Plan will have an Annual Review Meeting with parents or carers and relevant outside agencies will be invited to attend • Where there are concerns regarding a student, form tutors or Heads of Year will also contact parents/carers
<p>6. What support is offered from the school to ensure the well-being of students who require extra help or SEND?</p>	<p>Pastoral support is provided to students through their tutors and Head of Year. In addition, students with SEND may be included in social skills programmes and also offered break and lunchtime support. Other interventions include:</p> <ul style="list-style-type: none"> • Reading groups • Numeracy groups • Emotional Literacy Mentor • Clubs • Rewards • Behaviour Plans • Celebration Assemblies • Liaison with outside Agencies • Homework support

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<p>7. What specialist services and expertise are available at or accessed by the school?</p>	<p>Students with SEND are supported within school in a number of ways.</p> <ul style="list-style-type: none"> • Through mentoring and sessions with the SENCo and teaching assistants • The Teaching Assistants have had experience and training in working with children with general learning difficulties, Dyslexia, Autism, Sensory Impairments and Social, Emotional and Mental Health needs and EAL <p>A number of outside services are also accessed, these include:</p> <ul style="list-style-type: none"> • Specialist Teachers • Educational Psychology Service • Educational Welfare Service • School Nurse • Speech and Language Service • Virtual Schools • Child and Adolescent Mental Health Service • Bereavement counselling • Independent Counselling • SENDIAS
<p>8. What training are the staff having or going to have to support students with SEND?</p>	<p>All teachers are trained in accordance with the Teacher Standards (2012). There is an ongoing programme of whole school training in teaching and supporting students including:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties

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	<ul style="list-style-type: none"> • General Learning difficulties • Autism • Hearing Impairment • Visual Impairment • English as an Additional Language (EAL) • Sensory Support • Disability Awareness • First Aid <p>In addition, there is also regular training in: First Aid, Teaching & Learning, Looked After Children, Managing Challenging Behaviour, Child Protection.</p>
<p>9. How will students be included in activities outside the classroom including school trips?</p>	<p>Most students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate.</p> <ul style="list-style-type: none"> • For students with additional needs, individual issues will have been discussed with the parents, Head of Year and SENCO as appropriate to facilitate access • There are a number of school trips that a run throughout the year.
<p>10. How accessible is the school?</p>	<p>The school is an accessible school as follows:</p> <ul style="list-style-type: none"> • The school is on two floors with lift access to the first floor • Entrances to the school are flat • Evac chairs for the safe evacuation of students from the first floor

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	<ul style="list-style-type: none"> • Disabled toilets facilities are available
<p>11. How will the school prepare and support SEND students or those requiring extra help to join the school and transfer to a new setting at the next stage of their education and life?</p>	<p>We gather a lot of information about SEND students in order to make the best possible preparation for joining Watling Academy. This includes:</p> <ul style="list-style-type: none"> • Close liaison with feeder schools during the Summer Term • Primary school records • Additional transition visits with staff from the Primary School in the Summer Term • Induction Day in July • Opportunities for Year 6 students with SEND to make additional visits • Reports from agencies that are already supporting your child • Contact with parents/carers • When possible and appropriate a named Teaching Assistant will begin working with a student in their Primary school in the Summer term prior to transition in September
<p>12. How are the school's resources allocated and matched to a student's SEND?</p>	<p>The SEND budget is allocated each financial year to Watling Academy to support the additional needs of students. The money is used to provide additional resources or support to students, dependent on their need.</p> <p>Support for students in each academic year will be decided upon after discussions with relevant parties where required.</p> <ul style="list-style-type: none"> • SEND students • Parents • SENDCo and Student Support team

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	<ul style="list-style-type: none"> • Head of Year • Specialist teachers <p>Specialist support may be sought from external agencies if required.</p>
<p>13. How is the decision made about what type and how much support a student with SEND will receive?</p>	<p>The decision-making process is informed by the data and information received from the previous setting. This, alongside current assessments, is discussed with parents and the student if appropriate.</p> <ul style="list-style-type: none"> • As a result of discussions, an Academic Profile will be written to inform staff of the child's needs. • The profile will have targets specific to your child which are central to the ensuing review. Future provision is decided on how far these targets are being met. • The needs of each student with SEND are very carefully reviewed and considered for the coming year. • In this way, we endeavour to address the needs of each individual with a specific programme of support and teaching
<p>14. Who can the parent/carer contact for further information?</p>	<p>There are a number of points of contacts for parents/carers to use at Watling Academy.</p> <ul style="list-style-type: none"> • Form tutors • Subject teachers • Head of Year • SENDCo

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15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

You can find the Local Offer from Milton Keynes Council following this link.

[Milton Keynes Local Offer](#)