

## Watling Academy SEND Information Report

September 2024

At Watling Academy, we believe that all students are entitled to a broad, balanced and differentiated curriculum. We are committed to a policy of inclusion; where students are valued equally regardless of ability and encouraged to achieve their full potential. The achievements, attitudes and well-being of all students are important to us as and practical steps are taken to account for students' varied life experiences and needs.

Watling Academy complies with 'The Special Educational Needs and Disability Act 2014' which sets out the legislation for the identification and provision for children/young people with Special Educational Needs and/or Disabilities (SEND). As set out in the 2014 Act, Watling Academy has regard to the SEND Code of Practice, 2014 when deciding how to support students with Special Educational Needs and/or Disabilities.

### Inclusion

All students at Watling Academy, including those with SEND, have access to an exciting and stimulating curriculum, which includes the National Curriculum. As a mainstream school, student learning takes place in the classroom and is facilitated by teachers with 'Quality First Teaching'. Additional targeted individual or small group support is used to help some students to improve their reading, spelling, or numeracy skills. Some students also complete targeted work focused on developing their social skills and emotional literacy. We encourage and support all students to engage with the extra-curricular provision at Watling Academy.

The main school building is across three floors with access to two lifts and toilet facilities for disabled students. The school has 4 'Evac chairs' for emergency evacuation of the staircases which staff are trained to use.

### Classification of Special Educational Needs at Watling Academy

The SEND Code of Practice (2014) explains that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This could be because they have greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction (C&I);
- Cognition and Learning (C&L);
- Social, Emotional and Mental Health Difficulties (SEMH);
- Sensory and /or Physical Needs (PD).

The following table indicates the numbers of students who were identified as having SEND by Year Group and what **primary category** their need fell into in during the 2023/2024 Academic year.

|                        | Education, Health and Care Plan (E) | SEND Support (K) | Monitoring (M) | Cognition and Learning <i>inc. SpLD</i> | Communication and Interaction <i>inc. ASD</i> | Social, Emotional and Mental Health | Sensory and/or Physical |
|------------------------|-------------------------------------|------------------|----------------|---|---|-------------------------------------|-------------------------|
| Year 7 (360 students)  | 6                                   | 38               | 5              | 18                                      | 24  | 7                                   | 0                       |
| Year 8 (360 students)  | 9                                   | 32               | 15             | 19                                      | 25  | 7                                   | 1                       |
| Year 9 (300 students)  | 9                                   | 26               | 11             | 17                                      | 20  | 3                                   | 2                       |
| Year 10 (180 students) | 4                                   | 14               | 10             | 10                                      | 8   | 4                                   | 2                       |

Please note that pupils may also have secondary needs which are not represented in this data.

### Identifying Need

At Watling Academy, the identification of special educational needs is a thorough process, involving the views of teachers, parents, carers, SEND team and in some cases, as appropriate, external specialists. This ensures that all areas are considered in order to determine if the student has special educational needs or whether the impact on progress and attainment is as a result of other factors.

Information about your child's Special Educational Needs comes from a number of sources:

- Primary School as part of our Year 7 Transfer process.
- Information from other schools for students joining in-year.
- Cognitive Ability Tests.
- Star Reader Tests as part of the Accelerated Reader programme
- Observations.
- Monitoring student progress.
- Teaching Assistant feedback.
- Parental concerns and referrals.
- Student self-referrals.
- Information from Heads of Year and pastoral team.
- Information from subject teachers.
- Reports from external agencies.

If you think that your child may have Special Educational Needs that have not been previously identified, you should contact the school and ask to make an appointment with the Special

Educational Needs and Disabilities Co-ordinator (SENDCo). You could also contact your son/daughter's form tutor, Head of Year or Pastoral Assistant.

### **The Graduated Response**

Watling Academy adopts the levels of intervention as described in the SEND Code of Practice, (2014). The Code of Practice advocates a graduated response to meeting students' needs.

Within our Academy, every teacher is a teacher of every child, including those with SEND, therefore we believe it is essential to create an inclusive environment for all students within the educational setting. All teachers are therefore responsible for the progress and development of students in their class. Their role will involve identifying, assessing, and making provision for students with SEND and liaising with the SEND team as and when appropriate to the needs of the student. Subject intervention, where required, is made by the teacher and supported by the Head of Department through the 'Assess, Plan, Do and Review' system used at Watling Academy.

Special Educational Needs and Disabilities descriptors used in our Additional Needs Register:

- **Monitoring (M)** - This is a monitoring group, characterised by interventions that are different from, or additional to, the normal differentiated curriculum. At this stage students may receive short term additional support, and progress is monitored by the SENDCo and class teachers. Students may be monitored through concern, supplemented by evidence that despite receiving differentiated teaching a student makes little or no progress over a sustained period or demonstrates difficulty in developing skills in key areas. This also applies to students who qualify for Access Arrangements in examinations who are not identified as SEN Support.
- **SEND Support (K)** – Students with significant and persistent needs, which may require longer term additional support from teachers, SEND staff and other specialist staff will be placed on our SEND register at this level. Placement of a student at this level will be made by the SEND team following full consultation with parents/carers or automatically during phase transfer. Where involved, external support services may advise on outcomes for students and provide specialist inputs to the support process where appropriate. All students at 'SEND Support' will have an 'Academic Profile' identifying strategies and targets.
- An Education, Health and Care Plan (EHC) is provided where, after a Statutory Assessment, the Local Authority considers that the student requires provision beyond what the Academy can offer without additional support. Prior to applying for a Statutory Assessment for an EHC Plan, contact is made with the Milton Keynes Council Duty team for advice and to ensure appropriate steps have been taken. We recognise as an Academy that a request for a Statutory Assessment does not inevitably lead to an EHC. Further information regarding application for Statutory Assessment can be found in our SEND policy.

### **Curriculum and Teaching and Learning**

All students at Watling Academy access good Quality First Teaching as the first step in supporting students with SEND. This includes ensuring staff consider the needs of their

students during the planning process, in the form of differentiation, opportunities for targeted questioning, consideration of seating plans, homework and other in-class interventions. Where appropriate, some students with SEND access additional adult support within the classroom through a teaching assistant.

Heads of Department work alongside Second in Departments, Heads of Subject areas and classroom teachers to ensure they have designed, planned and sequenced an ambitious and inclusive curriculum that is accessible for all students, including those with SEND.

All subjects begin in Year 7 with a project-based learning topic, which supports all students with developing skills that should have been covered during Key Stage 2. This allows teaching staff to also identify gaps in learning and plan for opportunities to cover this in their individual curricula.

For many subjects at Watling Academy, elements of their curriculum follow the framework outlined in the National Curriculum for Key Stage 3. Within each subject, there are then core strands which are developed across Years 7, 8 and 9, and throughout Key Stage 4. This supports all students, including those with SEND, in developing core knowledge and skills across Key Stage 3 and 4, in preparation for their GCSEs at the end of Year 11.

Heads of Department have high expectations of all students, including those with SEND, and have designed curricula which allows all students to make progress towards the same knowledge end points. All subjects recognise that each student may need to take a different 'route' to this knowledge end point, and this takes the form of the individual teaching and learning strategies being deployed within the classroom.

Within individual subjects, Heads of Department and classroom teachers have developed useful resources and strategies to support the teaching of those who may be working below age related expectations. The structure of lessons at Watling Academy incorporates planned opportunities for recall of knowledge, particularly through starters and plenaries. In addition to knowledge-based learning objectives, in all lessons the key 'learning habits' are displayed and referred to so that all students are aware of the habits and skills they are also developing. This supports all students in being aware of both what and how they are learning.

### **Support for Students with Additional Needs**

Staff at Watling Academy support individuals at a level appropriate to their needs through effective differentiation in the classroom. The SEND Department aims to ensure the fullest possible access to the curriculum for all students. Student groupings are considered alongside the SENDCo and Pastoral teams and staff have a clear approach to Teaching and Learning which aims to support all students, including those with SEND.

The provision in place to support students is reviewed throughout the year and formally twice yearly to ensure it addresses the needs of current students. This is done through Provision Map as part of our Assess-Plan-Do-Review process. All students have access to quality first teaching and there is ability setting in some subjects.

Pastoral support is provided to students through their form tutors, Heads of Year, Pastoral Assistants, and the Wellbeing Mentor. In addition, students with SEND may be included in social skills programmes.

Other interventions have included:

- Literacy intervention groups
- Numeracy intervention groups
- Targeted intervention groups for key skills
- Personalised interventions for individual students
- Mentoring from Wellbeing Lead
- Mentoring from Pastoral Assistants
- Form tutor mentoring
- Support at breaktime and lunchtime
- Liaison with outside agencies
- Homework support
- Clubs
- Pastoral intervention
- School Counsellor

All students who are at SEND Support (K) or have an Education, Health and Care Plan (EHC) have an 'Academic Profile' which has detailed information about areas of need, specific strategies to use and outcomes for each student. This is shared with all staff within the academy, and regularly reviewed and updated in line with the Academy's review cycles.

Resources have been allocated based on students' individual needs following discussions with relevant parties where required. Some students have received one to one or group support of a Teaching Assistant in some or all lessons. Small group interventions have been ongoing across the academic year focused on additional support with literacy and numeracy. A small selection of students have accessed support during social time from key staff members. Small group support runs up to 2 hours per week and is designed to accelerate progress in specific areas.

Progress reports are issued up to three times in the Academic Year which highlight current learning grades, as well current homework, engagement and behaviour levels in all subjects. End of Year examinations take place in the Summer term to prepare students for terminal assessments and the results of these assessments are also sent home to parents/carers. All students identified as SEND Support or with an Education, Health and Care Plan will have individualised outcomes that they are working towards across the academic year, and they will also have these reviewed with their allocated key worker and/or SENDCo and Deputy SENDCo. Assessment information feeds into reviews regarding student progress.

For students with an Education, Health and Care Plan (EHC) an Annual Review will be held with the SENDCo and all relevant professionals will be invited to attend.

At Watling Academy, we recognise that progress can be measured in many ways particularly for students with SEND. We work to support students within all aspects of their education

and often the most significant progress for our students relates to their overall wellbeing, social skills, independence, and confidence.

***Number of students involved in selected interventions and support September 2023-July 2024***

| <b>Intervention</b>                             | <b>Number of students 2023/24</b> |
|---|-----------------------------------|
| Non-JCQ Exam Concessions (Year 7-9)             | 92                                |
| JCQ Exam concessions (Year 10)                  | 25                                |
| Word processor users in lesson                  | 17                                |
| Reading Group Intervention                      | 30                                |
| Numeracy Intervention                           | 10                                |
| School Counsellor involvement                   | 57                                |
| Students using coloured paper/overlays          | 20                                |
| Zones of Regulation Intervention                | 22                                |
| Social skills Intervention                      | 12                                |
| Students accessing social time support          | 60                                |
| Pastoral Assistant Mentoring                    | 500                               |
| Attended supported transition sessions (Year 6) | 37                                |

**Outcomes for Students**

At Watling Academy, we recognise that progress can be seen in many ways, particularly for students with SEND. We work to support the ‘whole student’ and often the most significant progress for our students relates to their overall wellbeing, social skills, independence and confidence. Watling Academy uses Provision Map to record, review and evaluate the effectiveness of the provisions offered to students across the academic year. We have aspiration for all of our students to have access to a full GCSE curriculum and have made provision for all students to have access to the EBACC and options such as Triple Science, as well as those subjects which are more vocational and have a non-examination assessment aspect to the course, such as Sports Studies.

Student progress is tracked across 5 years using an assessment system that considers the knowledge that students have. It is similar to the GCSE assessment system. All students have milestone targets across Years 7-11, and at three points in an academic year progress towards these milestone targets is measured. Students are graded using subgrades, to highlight how securely they are achieving within a particular grade boundary (e.g 2a,2b,2c). In the 2023-24 Academic year, students with SEND in all year groups made progress at least in line with their peers.

In addition, students who completed the Reading Group intervention scheme on average increased their reading age by up to two years over two six-week cycles. They made notable progress with their skills of literal comprehension and inference, which has benefitted their continued progress across the curriculum.

### **Staff Expertise and Ongoing Development**

All teachers are trained in accordance with the Teacher Standards (2012) and there is an ongoing programme of whole school training in teaching and supporting students with SEND which includes:

- Specific Learning Difficulties
- General learning difficulties
- Autistic Spectrum Disorder
- Hearing Impairment
- Supporting Physical Disabilities
- Visual Impairment
- Sensory Support
- English as an Additional Language (EAL)
- Trauma-informed practice
- Literacy and reading difficulties

There is also regular training in:

First Aid, Teaching and Learning, Looked After Children, Managing Behaviour, Child Protection.

### **Communication with Parents and Carers**

We involve parents/carers in school-based support for their child and we aim to ensure that they understand the purpose of any intervention or programme of action. Parents/carers are informed about their child's progress in a number of ways:

- Parents/carers will receive regular progress reports and information from subject staff.
- Parents/carers may also receive updates on progress from allocated teaching assistants.
- Parent and Tutor Consultation evenings which provide an opportunity to meet with subject staff and discuss progress, which are attended by the SENDCo and Deputy SENDCo.
- Students with an Academic Profile have clear targets that are regularly reviewed with key workers and may also be updated through meetings with the SENDCo, Deputy SENDCo or SEND Support team.
- Students with an Education, Health and Care Plan (EHC) 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, Heads of Year and Form Tutors will also contact parents/carers.

### **Accessibility**

The Academy building is accessible as follows:

- The Academy is on three floors with lift access to the first and second floor
- Entrances to the Academy are flat
- Evac chairs for the safe evacuation of students from the first and second floor
- Disabled toilet facilities are available

Adaptions to learning resources, including the use of appropriate technology, may be required for students. Decisions regarding personalisation and differentiation of resources



are made in response to individual needs. This may include use of coloured paper, enlarging text, use of audio adaptations and hearing loop technology.

### **Access Arrangements**

We follow the guidance of HCQ and ensure that all those who qualify under the JCQ criteria and would benefit from access arrangements have these in place from Year 10. Access arrangements must reflect usual classroom practice. Parents are informed if their child has been allocated access arrangements. We recognise that all access arrangements put in place for students in Years 7-9 are not recognised by JCQ, and formal testing to meet the criteria outlined by JCQ must take place in Year 10 to ensure this is allowed for GCSE examinations.

### **Support Outside of the School Day**

Watling Academy offers a wide range of extra-curricular activities and education visits across the academic year. Every effort is taken to ensure that all those who wish to take part in extra-curricular activities and visits are not excluded by any additional need. In individual cases, the SENDCo and other members of the SEND department may work with parents and carers to ensure support as appropriate to facilitate their access to these opportunities.

### **Transition Support**

We gather a lot of information about students with SEND in order to fully prepare for joining Watling Academy. This includes:

- Close liaison with primary schools during the Spring and Summer terms
- Primary school records
- Additional transition visits from primary schools in the Summer term
- Induction days
- Additional supported transition days for identified students
- Reports from external agencies
- Contact with parents/carers
- Where possible and appropriate, a Teaching Assistant may begin working with a student in their primary school in the Summer term prior to the transition in September.

Students with SEND see the careers officer to support planning and preparation for adulthood.

### **Key contact information**

**SENDCo – Mrs Natalie Bennett (National Award for SEN Coordination)**

**Deputy SENDCo – Miss Addobea Okutu**

**Assistant SENDCo – Mrs Sharan Price**

[SEND@watling.academy](mailto:SEND@watling.academy)

01908 794094

### **Related Policies**

This document should be read alongside the Academy's [Special Education Needs Policy](#) and the SEND Local Offer.



Other related school policies and information can be accessed on our website include, but are not limited to:

- Admissions information
- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Trust Privacy Notice
- Equality and Diversity School Policy
- Curriculum information

The Watling Academy website can be accessed at: <https://watlingacademy.net>

#### **Milton Keynes Council Local Offer**

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

<https://www.mksendlocaloffer.co.uk/>

#### **Dealing with Complaints**

Parents are encouraged to discuss any problems with their child's subject teacher or form tutor initially. Most problems can be resolved in this way. If this is not the case, parents may raise their concern with their Head of Year, Assistant Head of Year or SENDCo as appropriate. However, if this is not successful and a parent wishes to make a formal complaint, the Governing Body has published guidelines for parents detailing the necessary stages in the Complaints Procedure.

***Document to be reviewed by October 2025***