Witham St Hughs Academy

Special Educational Needs and Disabilities Information Report

What are Special Educational Needs & Disabilities?

The Special Educational Needs and Disability Code of Practice states that:-
'a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her'
'for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools'

A disability is defined in terms of the Equality Act 2010 as:-
'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Further information can be found in the 'Special Educational Needs and Disability code of practice: 0-25 years' June 2014. This can be found at:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

What does that mean at Witham St Hughs Academy?

At Witham St Hughs Academy, we follow the Special Educational Needs and Disability Code of Practice. We want all pupils to have a sense of belonging to feel accepted, included, and valued as a member of our school community. We believe that every child is unique and individual, we also acknowledge that some children will, at times, need more support than others. We recognise that children may have additional needs for a short period of time. Support will be tailored to ensure that they can fulfil their potential and achieve across the curriculum.

Children who have special educational needs may need support in one or more of the following four categories:-

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social
- Sensory and Physical

As a staff, we strongly believe in early identification and will make every effort to ensure that your child is identified and, therefore, supported from an early age, in order to ascertain the support and intervention that might be needed to support any need they may have. Children will be given specific intervention as required and monitored through class and whole school provision mapping. If required, we have access to a wide range of specialist outside agencies that we can contact as required to provide further advice and assessment. Parents and carers provide an invaluable role in their contributions to meetings and are encouraged to speak to staff at any point.

What Should I Do If I Think My Child Has Special Educational Needs?

Your first point of call would be your child's Class Teacher

The class teacher will review latest assessment results and progress over a period of time alongside class based observations. Together, you will devise next steps to support the child. This might be additional targeted support in the form of small group or individual intervention. This will be regularly reviewed and discussed. Following this support if the class teacher perceives necessary, they will pass on all information to the school SENDCO Michelle Dexter.

SENDCO's Action

If necessary, the school SENDCO (alongside the class teacher) will monitor your child's progress and may decide to place your child on the Special Needs Register following further parental discussion. At this stage a SEND referral form will be completed to ensure all information is gathered and recorded and identifies the main areas of need. This will be shared with you.

Next Steps

Individual targets, which are specific to the needs of the child, will then be created by the SENDCO and Class Teacher in the form of an IEP (Individual Education Plan). If we feel necessary additional advice and/or assessment may be sought from an Outside Support Agency.

How Will The Academy Respond To My Concern?

After an initial concern is shared with the class teacher

The class teacher will consider latest assessment results, observations and general information about your child.

Meeting with the SENDCO

If necessary, the Class Teacher will contact the school SENDCo to discuss concerns.
A meeting for the parent and SENDCO may take place.
A SEND referral form will be

IEP

The SENDCO will generate targets with the Class Teacher that will help the child.
This will be explained and shared with parents at a meeting.

Outside Agencies

It may be necessary for the SENDCO to consult a number of Outside Agencies to decide the most suitable course of action. Parents/carers will always be informed. Their advice may be used as part of their Individual Education Plan.

IEP Review

The IEP will be reviewed three times during the academic year. Targets will be reviewed and progress discussed. The child may stay on the SEND register, or be removed if progress and attainment has improved.

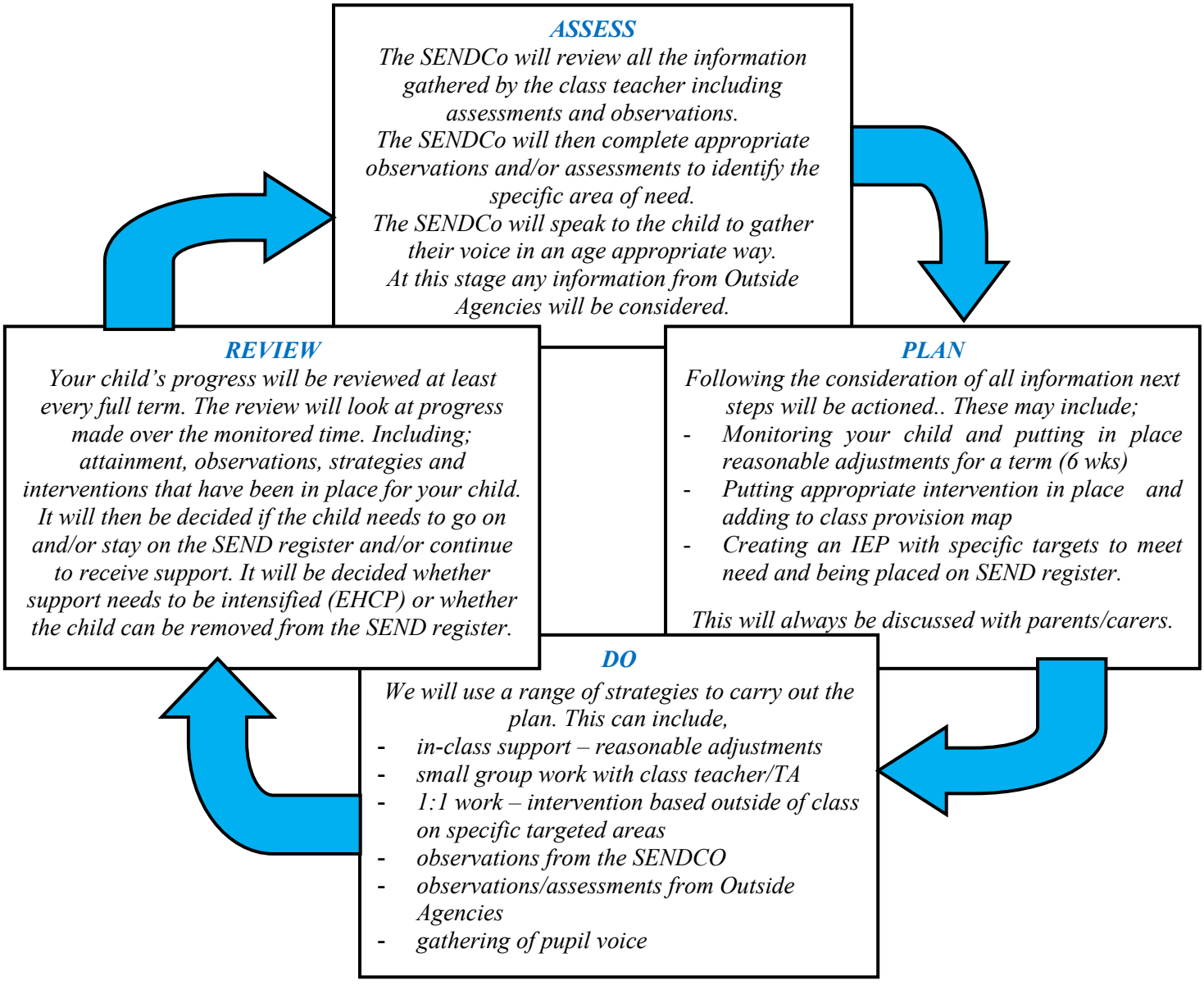
How Will The School Decide If My Child Needs Extra Support?

Decisions will be made using a variety of evidence. This evidence may include:-

- Formal assessments, such as tests
- Informal assessments, such as observations of learning or behaviour in school
- Monitoring of data, including the child's attainment in various areas of the curriculum and also rates of progress over time
- Discussions with pupils
- Discussions with parents
- Discussions with all staff involved
- Advice sought by the SENDCO from Outside Agencies

What Will The School Do To Support My Child?

At Witham St Hughs Academy, we follow a principle for planning for children's provision and support. This is a cycle following the Graduated Approach of Assess, Plan, Do, Review:



How Long Will My Child Be On The SEND Register?

Children who have a medical diagnosis will be placed on the SEND register so that school can ensure their needs are recognised and monitored and any additional support put in place as required. These children may or may not have an IEP. Children who are identified as having support that is additional to and different from others in the class will be placed on the SEND register and an IEP will be put in place. Should a child meet their personalised targets over time and the individual level of provision no longer be required the child will no longer have an IEP. The child will remain on the SEND register for careful monitoring and further support can be put in place if required.

Who Will Support My Child In School?

MEMBER(S) OF STAFF	ROLES AND RESPONSIBILITIES
Class Teacher	The Class Teacher is the person that you should contact first if you have any worries or concerns about your child. Their responsibility is to teach your child, observe and make judgements about your child's attainment. They will plan specific tasks, provide reasonable adjustments and set appropriate interventions to meet your child's needs. They will also ensure that behaviour is monitored and your child is happy in school.
Teaching Assistants (TA)	Teaching Assistants (TA) work closely alongside the class teacher and with all children in their class and/or year group. If the class teacher is not available, please talk to the TA. They teach children each day, usually in small groups or by working 1:1. They are fully involved in the planning process for the class in which they work. TA staff will lead interventions and provide feedback to the class teacher.
Midday Supervisors	The midday staff support all children in the school each day over lunchtime. They have an important role in ensuring all children are happy and safe at this time. They will monitor the behaviour of the children and support with personal, social and emotional needs. The midday team will feedback to class teachers and TAs.
Pastoral Leader Nicola Hall	Our pastoral leader will work closely with children, staff, parents and outside agencies. The pastoral leader and SENDCO will work in partnership with class staff to provide the best possible provision for your child. Pastoral support is organised and monitored by the pastoral leader for a range of children and needs. A range of structured interventions and small groups are provided on a daily basis.
SENDCO Michelle Dexter	The SENDCO will monitor the progress of all children including those on the SEND register in school. They will set effective targets for the children on the register alongside class teachers and TAs and monitor the effectiveness of interventions in school through individual class and whole school provision mapping.

	The SENDCO will lead IEP review meetings and make referrals to Outside Agencies if it is deemed necessary. The SENDCo will work closely with parents and carers to meet the needs of the child and ensure pupil voice is gained in an age appropriate way.
Outside Agencies	Witham St Hughs Academy works with a range of Outside Agencies including:- Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers and Specialist Nurses. The role of the Outside Agencies is to support the SENDCO in setting targets, assessing and observing children in school and working alongside parents and carers to meet the child's needs.
Head Teacher Sam Coy	The Head Teacher line manages the SENDCO and regular discusses the provision in place and strategies used to support the children at Witham St Hughs Academy. It is the Head Teacher's responsibility to ensure that all documentation and policies are up to date and that the SENDCO is updating paperwork, as needed.
SEND Governor Caroline Blanchard	The Governing Body at Witham St Hughs has a named SEND Governor. The SEND Governor regularly meets with the SENDCO to monitor provision in school. The SENDCo shares the annual report with the lead governor who then reports to the Governing Body.

What Training And Experience Do Staff Have For The Additional Support My Child Needs?

STAFF	QUALIFICATIONS/EXPERIENCE/TRAINING
Michelle Dexter (SENDCO)	The academy SENDCO has over 10 years of experience of working with pupils with a wide and varied range of additional needs. She has gained the National Professional Qualification for SEND. The SENDCO has undertaken training on various areas of Special Educational Needs and continues to do so in line with CPD requirements. She has supported children, and their families, to gain Education, Health and Care plans as necessary.
Nicola Hall (Pastoral Leader)	The academy pastoral leader is a qualified Teaching Assistant (TA) and ELSA. She has experience of working with a range of pupils, and has developed additional training in many areas. This has included; trauma, grief and loss, behaviour and emotions. The pastoral leader has worked alongside Healthy Minds and MHST to support children's mental health.

Sam Coy (Headteacher)	The Headteacher has a range of leadership experience and has supported staff in a range of settings, including those beyond Witham St Hughs Academy.
Teaching Staff	All teaching staff at Witham St Hughs have Qualified Teacher Status. Their training and qualifications are varied. All teaching staff undertake the same SEND training in school. This is delivered by the SENDCO or Outside Agency staff at least three times a year. Many staff undertake additional training matched to their interests and professional development.
Teaching Assistants and 1:1 support staff Lisa Hampton Mental Health First Aider	Our teaching assistants hold a range of qualifications, including NVQs, and degrees. The Teaching Assistant team are very experienced members of staff. Many of them have been working at Witham St Hughs Academy with children with additional needs for a number of years. We have some children who require 1:1 support through an EHCP. This support is provided by designated adults on a daily basis to ensure individual needs of the child are met. Many staff undertake additional training matched to their interests and professional development.
Caroline Blanchard SEND Governor	The school SEND governor is a qualified teacher. She is responsible for monitoring and reporting on standards of SEND provision at Witham St Hughs Academy.

Who Else Might Be Involved In Supporting My Child?

AGENCY	ROLES/RESPONSIBILITIES
Educational Psychology Team	It is the role of the Educational Psychologist (EP), who is a private consultant, to assess a child's special educational needs and to support and advise staff. This can refer to specific learning needs or social/emotional behaviour.
Specialist Teaching Team	The STT will visit school to support in the identification of specific areas of difficulty children may experience in their learning, including dyslexia. They work with children on a 1:1 basis to assess their needs and suggest strategies staff can implement to support them in class.
Working Together Team	The WTT will talk with staff to suggest strategies to support children who may be experiencing social and communication difficulties including Autism.
Speech And Language Therapy	The SALT service are a team of therapists who are trained to give specialist assessments, advice and blocks of therapy for children with speech, vocabulary and/or communication difficulties.
Physiotherapy	The Physiotherapy service advise programmes to be used in school in order to develop motor control and movement in children.
Occupational Therapy	The OT team give advice on equipment, adaptations and activities to support the learning/social development of children.
Sensory Education Support Team	The SEST service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment.

Behavioural Outreach Support Service	The BOSS service offer support and advice to staff in mainstream schools who may deal with challenging behaviour. They meet with staff and parents to provide strategies to support children 1:1 in the school environment.
School Nursing Team	There are many nursing teams who advise and support school, including Specialist Nursing for Medical needs and Diabetic nurses.
Play Therapist	The school have access to a play therapist who will work privately with children to support a range of needs including; trauma, loss and attachment. The therapist will work with both children and their families to deliver Theraplay if required.
Family Practitioner Service	This service offer support to children and families who are dealing with loss in their life. This could be through the death of a parent or near relative or who a family member who is receiving end of life care.
Paediatricians	Paediatric doctors specialise in the health and care needs of babies and young children. They can also offer diagnosis for children who may have a medical condition or additional need.
Healthy Minds MHST CAMHS (Children Adolescent Mental Health Service)	School work closely with local mental health services to ensure children have support in a timely manner. Healthy Minds work with the school to support the Wellbeing Champions alongside delivering parent workshops and staff supervision. School have worked alongside MHST to support children and their families with 1:1 targeted support. This can take place in school and is delivered in regular sessions. School can refer through consultation with MHST staff. MHST will support children in school through workshops and parent drop in sessions. CAMHS can support with a range of complex mental and emotional health issues, including: anxiety, depression, trauma, eating disorders and self-harm. Families can be referred by a medical practitioner.

What Support Will Be There For My Child's Emotional And Social Well-Being?

At Witham St Hughs Academy, we have a non-classroom based SENDCO, as well as a non- classroom based pastoral leader and a mental health first aider. These two members of staff work closely with each other to coordinate pastoral care and support for children who may have social or emotional needs. They work closely with the Head Teacher to plan interventions for these children. This support can extend to sessions with the play therapist or mental health outside agency. The school have close relationships with the Healthy Minds and MHST and plan regular meetings and workshops to support children and their families in school.

The staff in school work hard to encourage an anti-bullying culture, which includes anti-bullying assemblies and lessons. However, should you believe that your child, or another child, is the subject of bullying, please do not hesitate to contact a member of staff at the academy. The academy will respond in line with academy policies and procedures. A copy of our Behaviour and Anti-Bullying Policies can be found on the school website.

What Support Will Be There For My Child's Medical Needs?

If your child has a particular medical need then please inform the class teacher and we will ensure all staff are made aware as necessary. You will be asked to complete a care plan for your child to ensure their needs are recorded and any support noted should the need for medical attention arise. These plans will be shared with all relevant staff. We have a policy regarding the administration of medicines. All parents should contact the school office and complete a medication consent form if medicine recommended by a health professional is to be administered by school. All medicines are stored safely and appropriately. Every dose given is overseen by two members of staff and recorded. All staff have a basic level of first aid training. Some staff also have a paediatric certificate of first aid. Should there be a specific medical need the school will seek advice from the appropriate professional and ask for training as required.

What Support Will Be There For My Child's Behavioural Needs?

As a school we have a positive approach to managing the behaviour of children. Behaviour both in and out of the classroom is rewarded and all staff are able to contribute. After any behaviour related incident the child will be spoken to by a member of staff and have time to reflect on their actions. They will have the opportunity to discuss the reasons for their behaviour and suggest ways they could manage these issues in the future. The pastoral leader may work alongside the children to support their behaviour in or out of the classroom as required.

If a specific child has a behavioural difficulty then the class teacher will seek the advice of the SENDCo. If the behaviour requires further attention then a meeting will be set up with the parents and a discussion of next steps will be decided together. An Individual Behaviour Plan and risk assessment will be drawn up suggesting ways to support the specific behavioural need. From this, relevant support strategies will then be put in place and reviewed. It may be necessary to seek support from the Educational Psychologist service or BOSS outside agency who will meet with parents and observe children as necessary.

How Will My Child Be Involved In The Process And Be Able To Contribute Their Views?

Review Meetings
Your child's views will be gained prior to a review meeting. They will be asked for their input into reviewing of provision and target setting - what they feel has worked well and what they feel they need to work on next.

Interventions
Your child's class teacher will plan specific interventions to support your child. During tasks your child will be asked to feedback on the activity – is it helping, what ways they learn best and what they find challenging.

SENDCo Discussions
As part of regular monitoring the SENDCo will talk to your child to see if they are happy and safe in school, feel supported and ask them to suggest ways we can help further. There are opportunities for informal 'check ins' throughout the school day.

What I want my teacher to know box
In every classroom there is a 'What I want my teacher to know box'. This gives children the opportunity to write a note to their class teacher about something they might wish to discuss further on a 1:1 basis. An adult will then meet with the child at a separate time.

Pastoral Leader
All children are able to talk to Mrs Hall when they feel they may need to. Children are invited to sessions as required to share how they are feeling and to ask for support as needed.

School Reports
All children are given the opportunity to feedback to staff at the end of the school year. The will share their areas of success, the things they have enjoyed, alongside setting next steps for the new year.

How Will The Curriculum Be Matched To My Child's Needs?

Each class teacher provides Quality First Teaching to meet the needs of all children in their class. This style of teaching emphasises high quality, inclusive teaching for all pupils. High-quality teaching is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to move on in their learning.

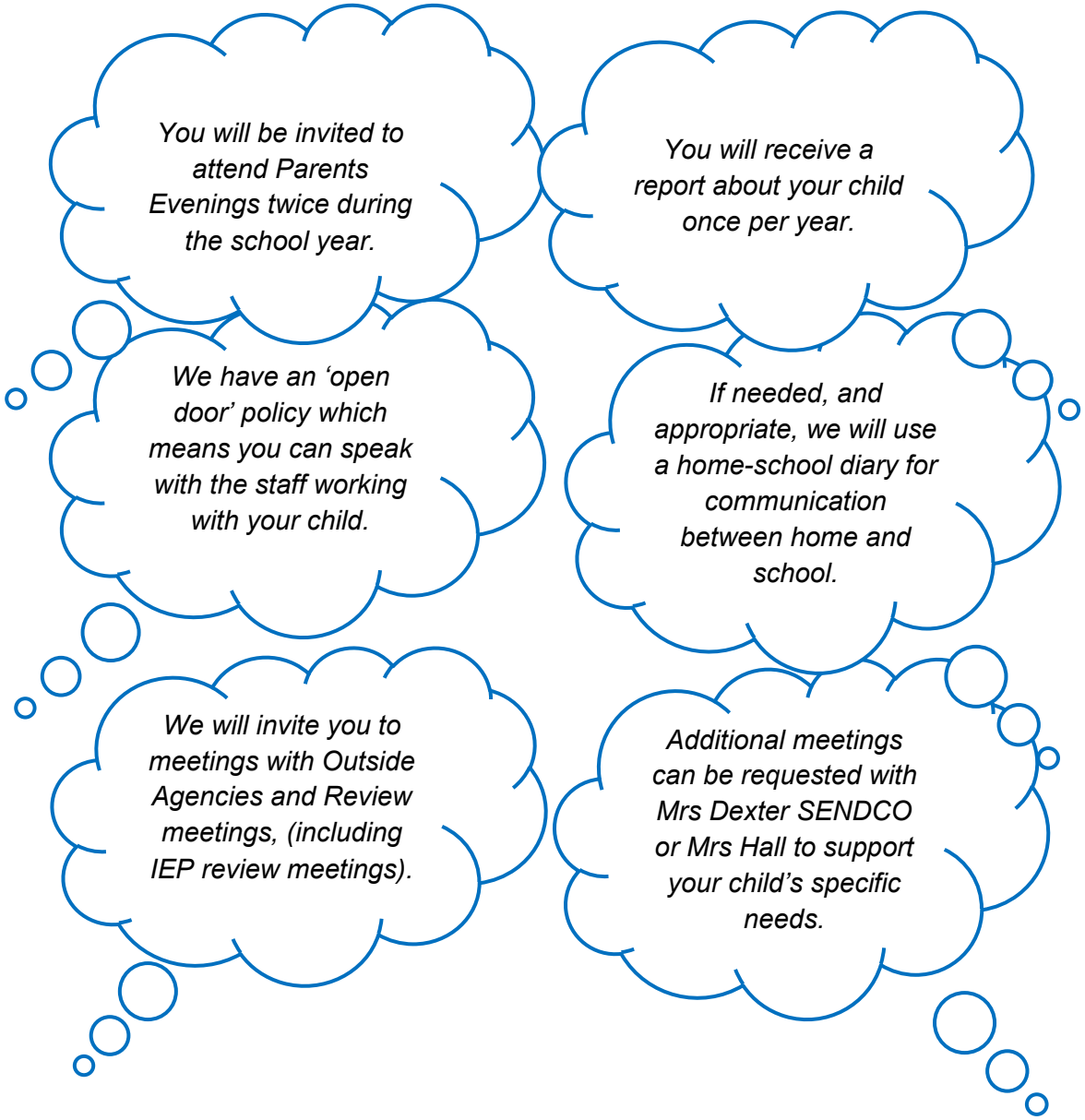
If your child is identified as having Special Educational Needs and/or a disability it might mean that the support they require will be 'additional to or different from' the rest of the class in order for them to make progress. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to ensure progress is made at their required level.

At Witham St Hughs Academy, we believe that each child is unique and therefore we ensure reasonable adjustments are made to the curriculum to ensure their needs are met as fully as possible. These are monitored through class and whole school provision mapping to ensure progress is being made.
For children with SEND, we offer many strategies to meet their needs. The following table offers examples of how we might do this:

Adapted Curriculum Our teachers plan adapted activities in most lessons. This will ensure that all children in the class have their academic needs met at their own appropriate level.	**Interventions** We plan for additional learning intervention. This can be for a variety of reasons, including if your child is finding new concepts difficult to grasp, or if they need extra work to consolidate prior learning.	**Small group work** Your child may work in small groups in order to meet specific learning targets. This will be planned for by the Class Teacher and led by the teaching assistant.
1:1 work If needed, and deemed appropriate, your child may work 1:1 with the Class Teacher, a Teaching Assistant, pastoral leader or 1:1 additional adult (where an EHCP is in place).	**Place to sit in class** If your child needs to sit in a particular chair to support posture or a particular place on the carpet, to assist in visual or hearing needs, this will be planned into the classroom environment.	**Use of technology** We use differing equipment to assist your child in the recording of their work, including iPads, laptops and a variety of educational apps.
Extra-curricular activities We offer many extra-curricular activities in school. These focus on sporting and social activities to engage a range of children and their interests.	**Use of topic-based learning** We plan and deliver a topic based curriculum so that children can begin to make links in their learning between different areas of the curriculum.	**Use of Visual Aids** Visual Timetables are used daily in every class. Aids are used on different displays around school to support your child's learning. Word mats are available to assist your child becoming an independent learner.
Use of concrete apparatus or equipment Wherever possible we will use a range of practical equipment to help your child with their learning.	**Use of Talking Partners/Pairs** Each classroom has a different way of working but we aim to use Talking Partners in school for all children for generating and sharing ideas.	**Targeted resources in class** In line with a child's IEP targets, we may use particular resources or make reasonable adjustments to meet specific learning needs.
Individual Education Plan (IEP) Children will be given specific targets to support their areas of educational need.	**Support from Outside Agencies** We may work with a range of agencies at any one time to support a range of children and their needs.	**Individual Behaviour Plan (IBP)** Children will be given specific targets to support their behaviour and plan for positive outcomes.

What Opportunities Will There Be For Me To Discuss My Child's Attainment And Achievement? How Will I Know How Well My Child Is Progressing?

We pride ourselves on our positive relationship with our parents and carers as we understand that you know your child best. Opportunities for formal discussion and feedback include:



How Does The School Know How Well My Child Is Doing?

At Witham St Hughs Academy, we assess children's progress in Reading, Writing and Maths each term. This enables class teachers to quickly identify children who have not made expected progress or who are not working at Age Related Expectations (ARE). We also use Early Learning Goals, Phonic Screen Checks, Multiplication Checks and standardised assessments to build a picture of your child's progress.

Children who are not making expected progress are identified at termly pupil progress meetings which take place between the class teachers, subject leaders and head teacher. In this meeting a discussion takes place regarding all individual children. The staff look at what they have achieved and whether they are on track to meet their

individual targets. At times there may be children who will be identified as needing further support and/or challenge to aid their progress.

Any child may receive extra challenge or support as a result of the findings of the assessment data. However, this does not always mean they will require an Individual Education Plan (IEP). Instead their progress will be closely monitored by the SENDCo through the whole school provision map and the child will receive intervention specific to their area of need.

For those children who are supported by an IEP the progress is monitored throughout the year and at each review meeting. If your child has not met the target, the reasons for this will be discussed with you. The target may then be adjusted into smaller steps or a different approach may be tried to support the progress of the child.

If at this point your child is still finding reaching their targets difficult there may be the need to discuss applying for an EHC (Education, Health and Care) plan. This plan requests additional funding to provide additional adult support. If this is agreed the school receive additional funding and follow the EHCP document to meet the needs of the child. Here outside agencies are involved to support the progress of your child. Enhanced adult support will be put in place and designated learning time will be allocated according to the outcome of the funding.

How Will My Child Be Included In Activities Outside The Classroom Including School Trips?

We often undertake school trips, including a residential trip in Year 2 and Year 6. The trips are planned for by the class teachers in each year group. All children are included on every school visit. However, there may be times where there is a need to take additional adult support or we may ask for parental assistance in planning for the trip to ensure your child's Health and Safety needs are met. A thorough risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. As part of this document individual needs will be addressed and noted. These may include behavioural or medical needs. A paediatric first aid trained member of staff will be included as part of the team leading the trip.

How Will My Child Be Included In Extra Curricular Activities?

The Academy offers a wide range of enhanced provision after school clubs which are available and open to all children in the appropriate year group or key stage. If a child is in receipt of pupil premium financial support can be offered for those clubs which carry a charge. Many of our after school clubs are run by our staff who know the children well. An increasing number of clubs are run by external providers. Where this is the case all staff will ensure the individual needs of children are shared to ensure they are able to fully access and enjoy the activities planned.

How Accessible Is The School Environment?

The building is designed to allow full access for all pupils. We offer a school site that is all on one level. The main entrance has an automatic door to allow access. There are two disabled toilets and a further staff toilet which has a shower. A risk assessment will be completed for any child who needs specific access arrangements or adaptions in school.

How Will The School Prepare And Support My Child To Join The School?

Successful transition is key to ensuring all children feel safe and happy at school. We ensure a careful transition plan is in place for children who join our setting. Children and parents are invited to look around the school and meet with relevant staff to discuss the needs of their child. The SENDCo will speak with parents to ensure all adequate adaptions are in place as necessary and all staff are fully informed of the needs of the child and the best ways to support them as they join the school.

For those children who are joining us from pre-school the SENDCo will visit the children, alongside new teaching staff, in their setting and meet with key workers and parents for a smooth transition into Reception. The SENDCO will attend any relevant meetings – EYST, ESCO, IEP - in the Summer Term. All relevant records and information are shared between settings. The children will attend Stay and Play sessions at school and parents and carers will be invited to an information evening and opportunity to look at classrooms and speak to staff.

How Will The School Prepare And Support My Child During Transition At The School?

Each year, Witham St Hughs pupils and staff undertake a period of transition planning. This includes opportunities for the children to meet their new class teacher, visit their new classroom and undertake activities that they have planned for them alongside their new peers.

Staff (class teachers and teaching assistants) have dedicated time to hold transition meetings, where information is passed from the current class staff to the new class staff. This information includes; latest assessment levels, interests of children and background family information. Where the child has specific resources in place these will be discussed and sent to the new class. It will be at the discretion of the new class teacher to implement and monitor the use of these. Each child with identified needs or diagnosis will have a one page profile. This will be shared with new staff and address a range of needs and ways to support the child.

Some children will be given a transition booklet which contains pictures of their new class, teaching staff and learning environment. A few children will be given a social story about transition. This will involve pictures of themselves in their new environment with new staff in the form of a simple story. These booklets will be given to children to take home and share with parents for the summer break.

How Will The School Prepare And Support My Child To Transfer To A New Setting or School?

For Year Six children who are moving to secondary school regular transition visits take place at their new school and staff from the new secondary school come into school for Q&A sessions. Additional transition visits can be organised as required. Secondary staff are invited to the final IEP meeting in the Summer Term. This is followed up by a meeting in the new secondary setting if required.

If a child should move to another school or specialist setting transition arrangements will be organised with the new setting and parents as required. All records and information are shared between school and the child's new setting where appropriate.

How Can I Be Involved In Supporting My Child?

Parents know their children better than anyone else, and we as staff need your support in order to plan for your child's provision.
There are many ways in which you can support your child, including:-

- Attending meetings when invited into school
- Keeping 'open lines of communication' with the staff in school, informing us of any concerns or difficulties
- Reading regularly with your child
- Assisting your child to complete homework when asked to
- Joining academy based activities eg productions, school assemblies etc

How Can I Access Support For Myself And My Family?

Please contact school if you feel you, your child or family need any form of support. The SENDCo and pastoral leader will try to support or signpost as best they can. In addition to this Lincolnshire County Council offer support for parents from various agencies. Information can be found at the Council's website:
https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page

Information On Terminology Used

Sometimes, terms and acronyms will be used, it can be difficult to understand what each one means. If in doubt, please ask a member of staff.

Who Can I Contact For Further Information?

Any member of our staff team will be happy to guide you to the appropriate colleague if you need help and support.

For support with any aspect of SEND or pastoral needs.
Please contact:

Michelle Dexter (SENDCO)

on 01522 869590, or via email: michelle.dexter@withamsthughsacademy.co.uk

Reviewed September 2026