



The Sir Robert Woodard Academy Special Educational Needs and Disability Information Report - September 2020

The Sir Robert Woodard Academy is a thriving 11–18 Academy serving primarily the students of both Lancing, Sompting and West Shoreham. We are committed to ensuring that every student is known and nurtured and is provided with teaching and learning experiences that allows them to fulfil their potential. We believe that students are engaged and achieve when the environment is both caring and orderly, with teaching that fires their imagination and brings learning to life.

SRWA values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning. Our high expectations for all students include high expectations for students with SEND.

The SEND Aims of the School are to ensure:

- To ensure that all students have access to a broad and balanced curriculum
- To ensure all staff have high expectations of the progress of SEND students, in line with our Academy's ASPIRE mission
- To ensure the identification of all students requiring SEND provision as early as possible in their school career
- To ensure that SEND students take as full a part as possible in all school activities
- To ensure that parents of SEND students are kept fully informed of their child's progress and attainment
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision

Every teacher is responsible for the development of every student in his/ her classes, and they will be supported in making "reasonable adjustments" to secure progress. As a school we are committed to ensuring best endeavours for our students. This means collectively doing everything we can to meet learners' needs.

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at the school	What kinds of special educational needs do you make provision for?	<p>All schools have duties under the Equality Act 2010 towards individual disabled children and young people. The SEND Code of Practice 2015 states ‘all teachers are teachers of SEND’. Teachers at the Sir Robert Woodard Academy must, through best endeavours and reasonable adjustments, work inclusively to prevent students with SEND being put at a substantial disadvantage.</p> <p>A child or young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • Has a significantly greater difficulty in learning than the majority of others of the same age • Has a disability which prevents or hinders him or her from making use of facilities <p>SEND Categories:</p> <ul style="list-style-type: none"> • Cognition & Learning – includes Specific Learning Needs (dyslexia/dyscalculia) • Communication & Interaction – includes Speech & Language Needs, Autistic Spectrum Disorder • Social Emotional and Mental Health – a diagnosed need such as ADHD, Oppositional Defiance Disorder and OCD • Sensory and/or Physical– sensory impairments and physical disabilities
2. Information, in relation to mainstream schools about the school’s policies for the identification and assessment of pupils with special educational needs	How do you know if a pupil needs extra help?	<p>When your child first joins SRWA we use information from a range of sources to help identify SEND and other needs. This includes information from parents/carers; primary school teachers; end of key stage 2 levels; baseline testing; diagnostic assessments; literacy and numeracy assessments; admission information and external agencies.</p> <p>Below are the possible justifications for why your child may be placed on the SEND register:</p> <ul style="list-style-type: none"> • There is a significant gap between his/her learning and that of their peers • Your child has a disability requiring appropriate support to be put in place • There is support/advice from an outside agency for a condition which affects his/her learning and necessitates specific strategies to be implemented

		<ul style="list-style-type: none"> • There is an Education Health Care Plan issued by the local authority • Diagnostic assessment
3a. How the school evaluates the effectiveness of its provision for pupils with special educational needs	How will I know that my child is making progress? How do you evaluate provision?	<p>'Provision Maps' is used to track and evaluate all interventions for SEND Students.</p> <p>All students with an Education, Health & Care Plan will have an Annual Review.</p> <p>Students who are identified as SEN Support and are considered to have a high level of need will have a termly review meeting with the Inclusion Manager.</p> <p>Letters will be sent to parents/carers informing of any interventions provided by the Academy. All provisions will be mapped, with progress tracked and outcomes reviewed termly.</p> <p>SEND students who are on the SEND register can ask for meetings by contacting the Special Educational Needs Co-Ordinator or member of the SEND Team.</p>
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress of my child and how will I be involved?	<p>Students' progress will be monitored at assessment points throughout the year, with a report sent to parents/carers.</p> <p>The progress of all students, including those with SEND, is tracked through the Academy's Key Performance Indicator (KPI). The Academy uses this process to review the progress of SEND students in each curriculum area and identifies those students in need of additional support.</p> <p>The progress of students with SEND will all be discussed with SEND staff at review meetings arranged with the Inclusion Manager and SENCo.</p> <p>Progress reports are shared with parents at each assessment point and the progress of your child can be discussed with Teachers at consultation events throughout the year, details of which are published on the Academy calendar.</p>
3c. The school's approach to teaching pupils with special educational needs	How do teachers help pupils with SEND?	<p>Staff training is delivered throughout the academic year to ensure staff are knowledgeable on strategies they can utilise when teaching students with SEND. Classcharts is used to share information on SEND students and is accessible to all teaching and support staff.</p> <p>Every teacher is responsible for the development of every student in his/ her class, and they will be supported by the making of "reasonable adjustments" to secure progress.</p>

		<p>All teachers will be informed of students' individual needs and will adapt their lessons accordingly.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where required, a student may be offered additional help and support, of which you will be informed. There are a range of interventions and additional subject support which are available and should a student need this, it would be discussed with the parent.</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. This forms part of ensuring best endeavours - doing everything possible to best meet each learner's needs. This may include option choices; additional literacy or numeracy; nurture groups; intervention groups and alternative qualifications studied.</p> <p>All curriculum Medium Term Overview's, have planned support for those with SEND, which is reviewed and monitored by the SENCo.</p> <p>Our Academy is a safe and accessible 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 number of lifts to access all areas; disabled toilets; wide corridors and equipment to help with reading and writing.</p> <p>Please see Academy Accessibility Policy:</p> <p>http://www.srwa.woodard.co.uk/uploads/document/2_152_academy-accessibility-plan_1.pdf</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>We have a range of staff to support pupils and address additional needs, including pupils with SEND. This includes a SENCo; Inclusion Manager; Higher Level Teaching Assistants; Teaching Assistants; Literacy Intervention; ASC Mentor; Pastoral Support Officer and School Counsellor.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with Higher Level Teaching Assistants and Teaching Assistants to ensure maximum effectiveness.</p>

	<p>How is the decision made about how much/what support my child will receive?</p>	<p>The Academy implements a graduated approach to inform the support provided to students. Once a student's needs are assessed and identified, interventions and support is planned with the student, parents/carers, teachers and other professionals.</p> <p>The impact of this support is reviewed at regular intervals, which will inform any further requirements for support.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</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>The Academy offers a wide range of clubs and activities. They are open to all students, including students with SEND.</p> <p>Details of these activities are available on the school website and are regularly shared with pupils through the tutor.</p> <p>All children in the Academy are encouraged to take part in extracurricular activities. The needs and requirements of students will be carefully planned and supported to ensure that every child is included.</p> <p>Additionally we run a wide range of activities to support SEND students including Homework Club, Lunch Club and Breakfast Club. We also run subject intervention sessions for students as and when required.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p>What support will there be for my child's overall well-being?</p>	<p>At The Sir Robert Woodard Academy we take our pastoral responsibilities seriously and make best endeavours to support the needs of our students. The Academy operates a small school approach, with each of the five Chapters being supported by a dedicated Pastoral team. The emotional wellbeing of students is closely monitored by each Chapter's Pastoral team and additional support is provided where required.</p> <p>Students requiring additional pastoral support may be subject to an Early Help Plan. Early Help starts with universal services (schools, health service, police), with additional support accessed from external agencies, for example; Multi-Agency Safeguarding Hub (MASH); Think Family and Child and Adolescent Mental Health services (CAMHs).</p>

		There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support Officers; School Counsellor; Tutors; Chapter Leaders; Attendance and Home Liaison Officer; Teaching Assistants and the Safeguarding Team.
4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator	Who should I contact if I want to find out more about how The Sir Robert Woodard Academy supports pupils with SEND? What should I do if I think my child may have a special educational need or disability?	Please contact the SEND Co-ordinator, Mel English. Email: menglish@srwa.co.uk Phone: 01903 767434 Appointments can be scheduled by the SEND administrator, Anna Okines. Email: aokines@srwa.co.uk
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	What training have the staff supporting children and young people with SEND had or, are having?	All staff at the Academy have undertaken Special Educational Needs and Disabilities Induction training as part of their Initial Teacher Training Induction. In addition, the Academy delivers a diverse training program for all Teachers to develop the skills required to support children and young people with SEND, these training sessions occur throughout the academic year. SRWA SEND training: <ul style="list-style-type: none"> ● SEND Teaching and Learning Training including reasonable adjustments in the classroom - All staff ● Knowing our EHCP students - All staff ● Continuing Professional Development - SEND Staff ● Understanding SEND - NQTs and PGCEs The SENCO at SRWA is fully qualified.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	What happens if my child needs specialist equipment or other facilities?	As an academy we access a range of services including the Sensory Support Team and Occupational Therapy. 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 the SENCo or discuss the issue at the next review/parents evening.

		<p>http://www.srwa.woodard.co.uk/uploads/document/2_0_academy-complaints-procedure-adopted-19-5-16.pdf</p> <p>http://www.srwa.woodard.co.uk/uploads/document/2_145_anti-bullying-policy-2017-final.pdf</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 in supporting the families of such pupils	What specialist services and expertise are available at or accessed by the school?	<p>As part of our best endeavours, the Academy accesses a range of services including the Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Speech and Language Service; Education Entitlement and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to our students' needs.</p> <p>A list of services available in West Sussex can be found on the Local Offer:</p> <p>https://westsussex.local-offer.org/search_services</p>
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	<p>The West Sussex SEND Information, Advice and Support Service: https://westsussex.local-offer.org/services/7</p> <p>West Sussex Parent Carer Forum: http://www.wspcf.org.uk/information/</p> <p>West Sussex County Council Special Educational Needs and Disabilities: https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/</p> <p>Special Educational Needs Assessment Team: https://westsussex.local-offer.org/services/147</p> <p>West Sussex Safeguarding Board: http://www.westsussexscb.org.uk/</p>

		<p>Multi agency safeguarding Hub: https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/</p> <p>Child and Adolescent Mental Health Services (CAMHS): https://westsussex.local-offer.org/services/435-child-and-adolescent-mental-health-services-camhs</p> <p>Youth Emotional Support (YES) service: https://www.westsussex.gov.uk/education-children-and-families/your-space/health/emotional-wellbeing-and-mental-health/youth-emotional-support-yes-service/</p> <p>ASPENS: http://www.autismsussex.org.uk/</p> <p>Social Communication Team: https://westsussex.local-offer.org/services/114-autism-and-social-communication-team</p> <p>The West Sussex Sensory Support Team: https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/support-for-children-with-visual-and-hearing-impairment/</p>
<p>12. The school's arrangements for supporting pupils with special educational needs 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.</p> <p>Transition arrangements:</p> <ul style="list-style-type: none"> ● Yearly Transition Programme published for students in Year 4 - 6 ● Transition Meetings with Primary Feeder schools ● Transition meetings for individual students ● New intake tours

		<ul style="list-style-type: none"> ● Transition days ● Transition Mentors ● Summer School <p>All children receive advice on careers and Post 16 options. Students are guided to visit colleges to explore post-16 courses. Information is shared about students' needs with post 16 settings at transition meetings.</p> <p>Students with an EHCP will receive additional Transition planning as part of the Annual Review process.</p>
13. Information on where the local authority's local offer is published	Where can I find out about other services that might be available for our family and my child?	West Sussex Local Offer: https://westsussex.local-offer.org/

Key Staff

SEND Coordinator: Ms Mel English

Inclusion Manager: Mr Seb Stott

SEND Administration: Mrs Anna Okines

Academy Councillor with responsibility for SEND: Mrs Joss Loader

Principal: Mr Kieran Scanlon

You can contact any member of staff by telephoning the main switchboard on 01903 767434