

“In Pursuit of Excellence”

Wootton Academy Trust is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life of Wootton Upper School and Kimberley College, irrespective of ability, race, gender or need and should be respected and valued as individuals.

Need

At Wootton Upper School we truly believe every child does matter. As a result of this, learning is differentiated to suit the needs of each individual student:

Communication and Interaction Difficulties

All students with speech, language and communication difficulties are highlighted on the SEND register which is provided for staff and recorded on SIMS. Opportunities to improve communication skills are presented in lessons. We have teaching assistants who lead on speech and language, autism, visual impairments, hearing impairments, literacy and numeracy. Specialist services are consulted regularly to provide advice and guidance. They are also invited into school to work with individuals or groups of pupils on a regular basis.

Cognition and Learning Difficulties

All students are supported to make progress. We use a variety of different assessment methods to regularly track progress including exam-based assessments, extended writing and oral assessments. Successes are celebrated with students regularly. Lessons in all subjects are differentiated, Pupil Passports are used to inform high quality teaching.

Social, Mental and Emotional Health Difficulties

Wootton Upper School has a dedicated Attendance Officer to support students and their families. The SENDCo works closely with the Pastoral Team to ensure all students receive the support they need. This includes one to one mentoring, group mentoring and support from Pastoral Support Officers. The needs of students are communicated to relevant staff and support from specialist services is readily available for students, staff and families.

Sensory and Physical Difficulties

Wootton Upper School is in close liaison with several different specialist teams who support students in their learning. ICT equipment is made available to students to aid learning; both staff and students receive training regarding specialist equipment. Lessons in all subjects are differentiated, Pupil Passports are used to inform high quality teaching. Independence is encouraged both at home and school.

Parent/Student Consultation

We welcome and encourage all parents and carers to participate in their child’s educational progress from the outset. The SENDCo is available to meet by appointment and will also be available at all progress meetings. Any changes made to student SEND status will be in consultation with students and parents/carers. Students are aware of the SENDCo and their role within school. All pupils are encouraged to speak to the SENDCo, or Assistant SENDCos regarding any issues or worries they may have. The SENDCo can be contacted at the school:

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Special Educational Needs and Disabilities Co-ordinator

Katy Black

kblack@wootton.beds.sch.uk

Wootton Upper School
Hall End Road
Wootton
MK43 9HT
01234 767123 Ext 320

Identifying and Reviewing SEND

The whole school has a responsibility for the identification and review of students' needs in line with the guidance from the SEN Code of Practice 2014. Teachers will use the Inclusion Panel referral form to pass on any concerns they have about students they have identified as requiring additional support and intervention.

The school employs the use of the Graduated Approach to identify and support students and their families. The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

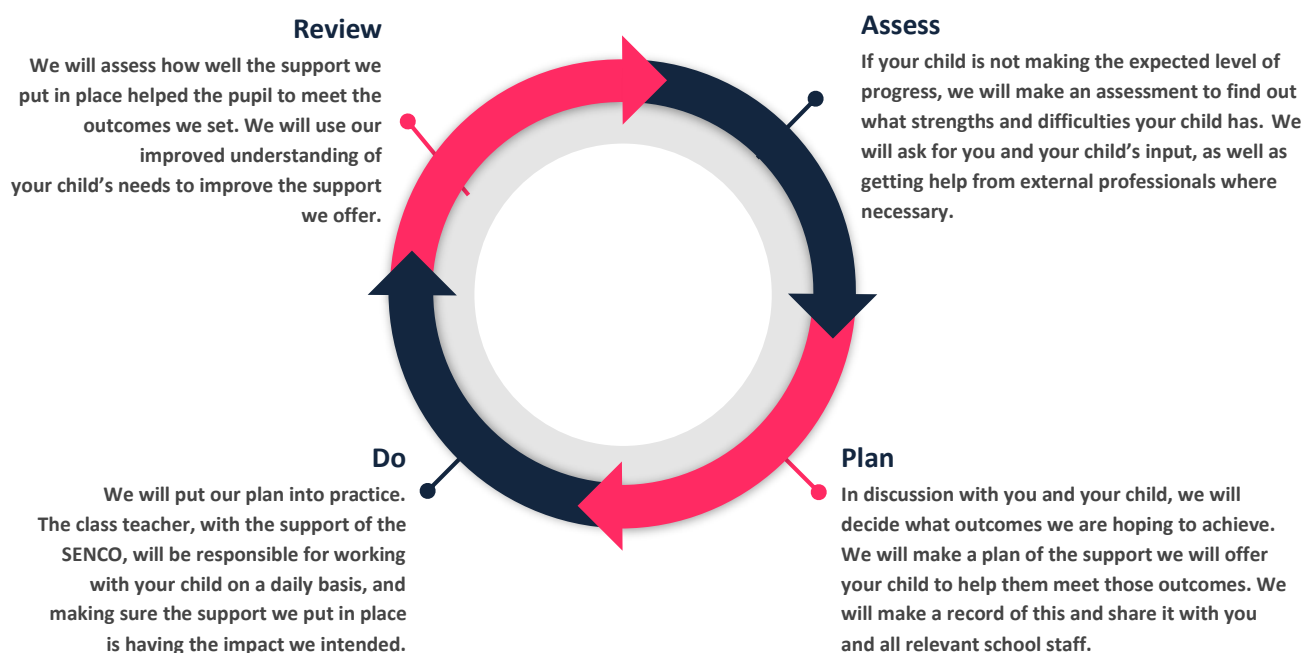
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where students have an Education, Health and Care Plan or they have been identified as having special educational needs a Pupil Passport will be co-produced and shared with the student, parent/carers and teachers. Interventions are tracked and reviewed through the Provision Map.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.
The graduated approach is a 4-part cycle of **assess, plan, do, review**



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress at least annually.

Your child's teachers and/or key worker will meet you at key intervals a minimum of 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's keyworker or the SENCO via email.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Transition

SEND students at Wootton Upper School are involved in an extended transition period. The SENDCO works closely with feeder middle schools to prepare students and their families for the transition to Wootton Upper School.

Whenever a student moves to another setting, we always pass on school records to the new school. If a student has SEND we will also:

- Liaise with the SENCO or relevant individual to share details of support which has been in place
- Support with the transition process, such as arranging further visits
- If possible, we invite the new setting to the final Annual Review that we will hold for students with an EHC Plan so a transition plan can be set up as part of this meeting.

Inclusive Teaching

Staff differentiate lessons according to the needs of the students. Special Educational Needs Pupil Passports are used to inform planning and support for students with SEND. Students are supported to participate in all aspects of school including extra-curricular activities. ICT equipment is used to support students with SEND.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

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- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Inclusion

We are an inclusive school and are fully committed to ensuring that young people with SEND take part fully in the life of the school. All aspects of our anti-bullying policy (see safeguarding page on the website) apply to all students to ensure that students with SEND are not treated less favourably than others. Bullying is unacceptable and will not be tolerated.

Staff CPD

All staff at Wootton Upper School take an active part in their development. This is supported with both a CPD and coaching programme. External speakers/trainers are used to facilitate staff training during different times of the year.

Evaluating the Success of Provision for Students with SEND

The following will be evaluated regularly:

- Progress against SEND priorities in the School Improvement Plan.
- Outcomes of provision made through review of students targets and tracking.
- Analysis of how and where the Inclusion Budget is being used to provide for students on the Whole School SEND Register.

Wellbeing and Social Development

The Behaviour Policy provides for its community, real opportunities for learning in a caring, supportive and, above all, positive environment. Standards and expectations are high, with individuals encouraged to take responsibility for themselves. This is embedded across school in all lessons.

Elements of the 'Social and Emotional Aspects of Learning' curriculum are delivered through tutor time and social skills lessons. All students are aware of their rights and responsibilities within Wootton Upper School.

Wootton Upper School operates a zero tolerance to bullying. Please refer to the Behaviour Policy and Safeguarding and Child Protection Policy for more information.

External Agency Involvement

Wootton Upper School has close liaison with local authority support services, health and social care bodies and voluntary sector organizations. External agencies work with the school to offer advice and guidance to students,

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families and school staff.

Wootton Upper School has regular contact with the following services who provide support and advice:

- Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy
- Educational Psychologists
- Children and Adolescent Mental Health Service (CAMHs)
- School Nursing Team
- Behaviour and Attendance
- Occupational Therapy
- Specialist Inclusion Service
- Physiotherapy
- Hospital Education (Bedford Borough and Central Bedfordshire)
- Brook Clinic
- CHUMs
- Greys Education Centre

Admissions

WAT will ensure that students with SEND are admitted on an equal basis with others in accordance with its admissions policy. For more details, see SEND Policy.

Accessibility

In line with the SEND and Disability Act 2001 the school has an Accessibility Plan. For more information, see page 9 of the SEND policy and the 3-year accessibility plan.

Complaints about SEN provision

- Complaints about SEN provision in our school should be made to the SENCO in the first instance.
- In the unlikely event that we are unable to resolve a concern which has been raised, the Wootton Academy Trust's complaints policy can be accessed via the school website.

Summary

It is the school's aim to remove barriers to learning for all students in its care through improving outcomes, raising achievement and enabling participation in the full life of the school. Please refer to the local offer for more information regarding the support available at Wootton Upper School. Links to the below are available on the school website:

[Bedford Borough SEND Local Offer Central](#)

[Bedfordshire SEND Local Offer](#)

[WAT SEND Policy](#)

[WAT Accessibility Plan](#)