



SEND Information Report Annual Review 2021-2022



Policy & Procedure Number: 54

Date of Board of Governors Review: Autumn 2021

Next Review Due: Autumn 2022

School Link: Mrs Kathryn Cook

Revision Number: v01



SEND Information Report 2021-2022

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need (Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|-----------------------------------------------------|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Wade Deacon High School
School website address:	www.wadedeacon.co.uk
Type of school: Academy	
Description of school:	Mainstream 11-16 mixed secondary school.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	1611
% of children at the school with SEND:	7.6%
Date of last Ofsted:	March 2011
Awards that the school holds:	National Teaching School Status, Leading Edge Status, International School Award, Artsmark Gold, Healthy School, Sportsmark, FA Charter, Gifted and Talented Lead School, Cultural Diversity Quality Standard, Investors in Community Engagement, Princes Teaching Institute Mark for History 2012, Investors in People Gold, Investor in Careers, Times Education Secondary School of the Year 2012, SMSC Quality Mark Gold Award
Accessibility information about the school:	In April 2013 the school was fully refurbished and rebuilt. The school meets all relevant accessibility requirements as required under DDA.



<p>Please provide a web link to your school's Accessibility Strategy</p>	<p>2021accessibility_policy.pdf (wadedeacon.co.uk)</p>																									
<p>Expertise and training of school based staff about SEND. (CPD details)</p> <p>Please comment specifically in relation to autism and include dates.</p>	<p>Kathryn Cook: National Award for SEN Coordination; Post Graduate Diploma in Deaf Education; Post Graduate Certificate in Advanced Educational Practice (SEN); British Sign Language Level One; Elklan Level Two. Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)</p> <p>Kirsty Webster: Post Graduate Certificate in Specific Learning Difficulties (Dyslexia). AMBDA. Elklan Level Three.</p> <p>Lindsey Cebelieu: Elklan Level Three.</p> <p>Karen Holland: Elklan Level Three</p> <p>Abbie Webster: Elklan Level Three</p>																									
<p>Documentation available:</p>	<p>Are the following documents available on the school's website?</p> <p>If yes please insert the link to the documents page.</p>	<table border="1"> <tr> <td data-bbox="774 976 1166 1037">SEND Policy</td> <td data-bbox="1166 976 1399 1037">Yes</td> </tr> <tr> <td colspan="2" data-bbox="774 1037 1399 1095">SEND Policy (wadedeacon.co.uk)</td> </tr> <tr> <td data-bbox="774 1095 1166 1155">Safeguarding Policy</td> <td data-bbox="1166 1095 1399 1155">Yes</td> </tr> <tr> <td colspan="2" data-bbox="774 1155 1399 1252">safeguarding_and_child_protection_policy.pdf (wadedeacon.co.uk)</td> </tr> <tr> <td data-bbox="774 1252 1166 1312">Behaviour Policy</td> <td data-bbox="1166 1252 1399 1312">Yes</td> </tr> <tr> <td colspan="2" data-bbox="774 1312 1399 1408">21.2behaviour_for_learning_policy.pdf (wadedeacon.co.uk)</td> </tr> <tr> <td data-bbox="774 1408 1166 1469">Equality and Diversity</td> <td data-bbox="1166 1408 1399 1469">Yes</td> </tr> <tr> <td colspan="2" data-bbox="774 1469 1399 1565">equality_policy_objectives.pdf (wadedeacon.co.uk)</td> </tr> <tr> <td data-bbox="774 1565 1166 1626">Pupil Premium Information</td> <td data-bbox="1166 1565 1399 1626">Yes</td> </tr> <tr> <td colspan="2" data-bbox="774 1626 1399 1684">pupil_premium_policy.pdf (wadedeacon.co.uk)</td> </tr> <tr> <td data-bbox="774 1684 1166 1744">Complaints procedure</td> <td data-bbox="1166 1684 1399 1744">Yes</td> </tr> <tr> <td colspan="2" data-bbox="774 1744 1399 1794">72_complaints_policy_v4.pdf (duodesign.co.uk)</td> </tr> </table>	SEND Policy	Yes	SEND Policy (wadedeacon.co.uk)		Safeguarding Policy	Yes	safeguarding_and_child_protection_policy.pdf (wadedeacon.co.uk)		Behaviour Policy	Yes	21.2behaviour_for_learning_policy.pdf (wadedeacon.co.uk)		Equality and Diversity	Yes	equality_policy_objectives.pdf (wadedeacon.co.uk)		Pupil Premium Information	Yes	pupil_premium_policy.pdf (wadedeacon.co.uk)		Complaints procedure	Yes	72_complaints_policy_v4.pdf (duodesign.co.uk)	
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Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how	Identification:



<p>we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • Prior information from primary schools/transition information. • Baseline assessment at start of year 7. • Staff and/or parent concerns (at every round of Progress to Success). • All teachers are teachers of SEND and provide Quality First Teaching in the first instance, as detailed in the SEND code of practice 2015. School follows the graduated approach using the Assess Plan Do Review cycle. <p>Involvement in Planning:</p> <ul style="list-style-type: none"> • Initial conversations take place to ensure pupil and parent voice is addressed. • Interventions and strategies are agreed, reviewed and amended on a regular basis. <p>If your child appears not to be making the same level of progress as other pupils their age we will undertake assessment in school and use other professionals in identifying possible barriers to their learning. Parents and carers will be involved at all stages.</p> <p>SEN Support Plans are created and shared with pupils and parents. Feedback is invited and this is then included in the plan, which is then disseminated to all staff.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> • A team of Teaching Assistants also support individual pupils across the school. • Local authority services (including educational psychologists) and local special schools who provide outreach. • Behaviour and Alternative Provision Units. • A team of Learning Mentors. • Nurture Group. • Close collaborative work with outside agencies/local authority. • Health services including CAMHS and a school nurse. • Systems for contact with social care where appropriate. • Occupational therapy and physiotherapy for students who require this input and specific resources
<p>How we provide access to a supportive environment; ICT</p>	<ul style="list-style-type: none"> • SEN Nurture Group (Foundation). • Breakout areas.



<p>facilities/equipment/ resources/facilities etc.</p>	<ul style="list-style-type: none"> • Access to ICT resources, including ipads and laptops. • FM systems for hearing impaired pupils. • Differentiated resources for visually impaired pupils, including provision of writing slopes when needed. • Mentor Provision for pupil drop-in. • Provision of dedicated Achievement Centre.
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • ELKLAN • Social Stories/Comic Strip conversations • Visual timetables • Lifeskillz • Talkabout • In-class support from Teaching Assistants to support strategies and interventions in class including visual supports
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • A Speech and Language Therapist for identified cases. • In-class support from Teaching Assistants. • Social skills club for identified vulnerable pupils. • Elklan strategies to support pupils with Autistic Spectrum Disorders and Speech and Language difficulties. • Access to quieter areas at unstructured times.
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Quality First Teaching and focus groups initially. • Nurture Group provision for identified year 7 and 8 pupils. • Early morning literacy intervention sessions for identified pupils. • Targeted reading intervention. • Teaching Assistants providing in-class support. Precision teaching sessions (with a main focus of improving spelling levels. • Use of specialist resources online for reinforcement of teaching and learning. • Whole-school reading and literacy drive. • Continued Professional Development training for all staff across the school.
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Quality First Teaching and focus groups initially. • Early morning numeracy intervention sessions for identified pupils. • Teaching Assistants providing one-to-one support when appropriate. • In-class support provision by Teaching Assistants. • Use of specialist resources and targeted online resources for reinforcement of teaching and learning.



<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised pathways tailored to pupils' needs. Smaller class sizes for SEN groups. • SEN Nurture Group for identified pupils • Teaching Assistants providing support in-class and withdrawal when appropriate. • Provision of tailored SEN Support Plans for identified pupils. • Provision of Personal Education Plans. • Targeted intervention sessions. • Differentiation of resources to suit individual needs. Provision of specialist equipment. • Implementation of strategies as suggested by external agencies. • Personalised curriculums to meet individual needs.
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers).</p> <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • Student progress is used using the Plan-Do Review cycle outlined in the SEND Code of Practice 2015. • In-class observations. • Pupil passport meetings for all SEN pupils. • SEN Support Plan and three-yearly reviews. • Provision of Pastoral Support Plans when appropriate. • Multi Agency Planning meetings. • Regular communication and meetings with parents. • External professional undertaking assessment when necessary.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Provision of Minimum Expected Grades and Progress to Success for all pupils across the school. • Pupil passport meetings led by Keyworkers and Learning Mentors. • Regular reviews of in-class support provision. • Access to a broad and balanced curriculum for all. Regular reviews of progress. • Provision of regular and purposeful feedback to pupils. • Personal Development Curriculum.
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Mid-day supervisors provide support at all break and lunchtimes. • Named teaching staff are also allocated to supervise at all break and lunchtimes. • A library-pass system for identified pupils to access a quiet area at break and/or lunchtimes. • After-school homework clubs with Teaching Assistant support.
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • Wade Deacon Experience - extracurricular activities for all interested pupils. • Provision of early morning intervention sessions. • After school homework club.



	<ul style="list-style-type: none"> Please also refer to the full list of whole school extracurricular activities.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<ul style="list-style-type: none"> All pupils are encouraged to engage and participate in extra-curricular activities and school trips. Keyworkers can work with pupils to prepare them for any such activities and if appropriate, TA support may be provided to enable pupil interaction with their peers.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> Provision of Teaching Assistant support in lessons. SEN Nurture Group. Deployment of Learning Mentors and dedicated Keyworkers. Meet and greet at start of day. Emotion check ins. Provision of a variety of clubs for specifically identified groups of pupils; including Social skills club. Use of parent contact books when identified as appropriate to further strengthen communication channels between home and school. Active engagement with outside agencies. Personal Development Curriculum.
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> The consistent use of the school's Behaviour for Learning Policy. Behaviour support team. Provision of one-to-one sessions supporting positive behaviour strategies and anger management. Use of whole-school reward systems. Rewards system. Provision of dedicated Keyworkers and Learning Mentors. Time-out support Follow Children At Risk of Exclusion (CARE) protocol where appropriate.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> Transition visits are completed with Primary Schools, including follow-up visits from the SENCo. Transition plans are established and activated for individual identified pupils. Keyworkers and Learning Mentors are identified at the earliest opportunity to establish consistency. A two-day transition programme is undertaken for all Year 6 pupils who have been given a place. Meetings with careers advisor take place from year 9. Mock interviews for college courses are conducted for identified vulnerable pupils.



	<ul style="list-style-type: none"> • A hand-over process is engaged in for vulnerable pupils. • Regular meetings with parents when necessary. • Supported college visits are conducted to ease the transition into a post-16 environment. • Work experience placements are tailored to individual pupils. • Please be aware that COVID-19 restrictions may prevent some of these taking place in person.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • We have close links with external specialist agencies. • Lift passes (and evac-chairs) for identified pupils to aid movement throughout the school building. • Staff training around addressing the specific medical needs of individual pupils.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • The provision of Keyworkers and Learning Mentors. Regular meetings with parents/carers. • Parent contact book to strengthen school-home communication. • Provision of personal tutors and progress leaders to all pupils across the school. • Regular pupil evaluations of learning. • Parent-engagement sessions. • Close links with external agencies. • The school also works closely with the Local Authority.
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> • Schools receive funding for all students including those with special educational needs and disabilities and they meet students' needs through this (including additional support and equipment, alternative provision where necessary). The local authority may contribute if the cost of meeting an individual's needs are significant. • Variety of interventions and in class support to deliver strategies as detailed in Education, Health and Care Plans. • For the employment of Teaching Assistants to run a programme of Early Morning Intervention sessions targeting literacy and numeracy for identified pupils. Provision of lunch clubs and homework clubs. • The provision of in-class support. • For the development and delivery of personalised timetables to meet pupils' individual needs. • For one-to-one sessions when deemed appropriate. • For the provision of dedicated rooms to support pupils on temporary and/or reduced timetables due



	<p>to issues of challenging behaviour and/or vulnerability.</p> <ul style="list-style-type: none"> • For the provision of Keyworkers and Learning Mentors.
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • The provision of specific interventions for literacy and numeracy such as 1-1 tuition or small group. • For the provision of additional specialist staff. • For providing extracurricular experiential opportunities including educational visits. • For accessing specific specialist resources to support intervention programmes. • Staff training and development. • Pupil premium plus funding is applied for to meet individual need via the PEP process for LAC students with SEND. • Needs are identified and PP+ bids are made on an individual basis • Extended Schools provision in Easter and Summer.
<p>SENCO name/contact: Kathryn Cook</p>	
<p>Headteacher name/contact: Simon Corner</p>	
<p>ANNUAL REVIEW 2021-2022</p> <p>Completed by: Kathryn Cook Date: November 2021</p>	



SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.