

# Special Educational Needs and Disability Information Report

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Wistaston Academy  
Primary and Nursery School  
Together We Learn • Together We Achieve



## Special Educational Needs and Disability Information Report

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<b>Name of Setting</b>	Wistaston Academy
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> <del>Special</del> <input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> <del>Secondary</del> <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Academy <input type="checkbox"/> <del>Free School</del> <input type="checkbox"/> <del>Incorporated into a Mainstream</del> <input type="checkbox"/> Other (Please Specify) <input style="width: 300px; height: 20px;" type="text"/>
<b>Specific Age range</b>	3-11
<b>Number of places</b>	Mainstream places (PAN) 60 per year
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document. Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

### Questions from the Parent/Carer's Point of View:

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#### Identification

How will you know if my child or young person needs extra help? *(IRR)*

A central ethos to Wistaston Academy's practice is identifying specific learning needs and disabilities (SEND) with the support of parents and carers at the earliest opportunity. Early identification of SEND is vital to ensure a child can develop within a classroom environment in line with their peer group. Identifying needs can happen in a number of ways including parental concerns, school staff observations and concerns raised by other professionals the child may have contact with, for example, paediatricians. When a concern is raised it may be necessary for the Academy SENDCO to approach a professional to support the early identification of SEND. The Academy also employs a speech and language therapist who will screen children on entry as well as a consultant Educational Psychologist, both on a Service Level Agreement.

Staff at the school receive regular tailored training for current SEND needs fostering early identification and effective support for children. Staff are encouraged to share concerns about children and specialist knowledge at regular staff meetings and a SEN procedures document has been implemented on the identification of pupils with SEND. The SENDCO at Wistaston Academy has a 0.6 non-teaching role which means that regular observations of pupils can be held, as well as there being greater availability for parental meetings. In addition to this, the school SENDCO holds monthly drop in sessions for parents who have concerns about any aspect of SEND.

Wistaston Academy has a Shadow List as well as a SEND Register. The children on the Shadow List require close monitoring and is usually the starting point when a need is identified. These children, with quality first teaching and a range of bespoke interventions, are hoped to be removed from the Shadow List rather than be placed on the SEND Register.

Once any SEND needs have been identified, the SENDCO will advise your child's teacher of ways to ensure their classroom practice is inclusive for your child and that quality teaching supports their needs. For example, your child's work will be differentiated to their specific level and support strategies are in place in the classroom so your child can become a confident and independent learner. Support strategies may include visual timetables, reading overlays, Kagan collaborative group work or the use of an IPAD to record work using a variety of stimulating media.

**What should I do if I think my child or young person needs extra help?**

Concerns should initially be raised with the classroom teacher who will refer more specialist matters to the school SENDCO who in turn will discuss them with families, staff working with the child and the child themselves where appropriate. The discussion will identify any barriers to learning the child might have and identify provisions that will enable the child to learn to their best potential. It is recognised that no two children are the same and provisions will differ from child to child. For example, provisions may vary from advising the classroom teacher on ways to differentiate the curriculum to more specific intervention programmes being delivered to the child. Those children with more specialist needs may be referred to other agencies who will offer advice and support to the SENDCO. If a SEND need is identified, the SENDCO will add your child's name to a register of pupils in order to monitor their progress.

**Where can I find the setting/school's SEND policy and other related documents? *(IRR)***

The Academy's SEND policy and other related documents can be found on our website.

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### Teaching, Learning and Support

**How will you teach and support my child or young person with SEND? *(IRR)***

The Academy teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer available on this [website link](#).

Once any barriers to your child's learning have been identified, the SENDCO will advise your child's teacher of ways to create a fully inclusive classroom and your child will be added to a SEND register. The register will allow the SENDCO to plan for targeted support for groups and individual children and track attainment of your child against the attainment of their peer group. Parents and carers will be consulted on their child's needs and the appropriate intervention/support required and will then need to give agreement to this by signing a School Focus Plan (a document outlining your child's strengths, areas of difficulties, outcomes and strategies to aid progression). Families may also book appointments to see the classroom teacher or SENDCO to discuss their child further.

Bespoke support strategies will be put into place including a high standard of learning programmes which naturally support children with SEND. The Read Write Inc (RWI) programme for example is supported by a one to one provision called hotlisting which boosts children's reading; other academic areas are boosted by a strategy called precision teaching. Precision teaching addresses a very specific gap in a child's knowledge by repeating teaching over and over allowing children to consolidate learning. The pace and intensity of these interventions aims to accelerate progression and close any gaps in learning so children with SEND are working in line with their age related peers. The Academy also offers a wide range of published SEND resources, for example, Nessy, Numicon, Toe By Toe, and we have a speech and language therapist and Educational Psychologist who works in school on a half-termly basis. Your child may

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### Teaching, Learning and Support

also need to access specialist support from professionals outside of school, including the Cheshire East Educational Psychologist and the Autism Team.

For those children requiring additional support in non-academic areas, there are a range of interventions available including Anger Management, social skills groups and Friendship Terrace. For children in Reception, Year 1 and Year 2, we have a recently introduced Nurture group for those children who find learning in large groups intimidating. The learning in the Nurture group is structured, follows the National Curriculum for Maths and Literacy, but at a much slower pace than the typical classroom. Learning is interspersed with nurturing activities typical of early childhood (including baking and crafts) and the day always starts with breakfast eaten together. The children involved in the Nurture group are regularly assessed using The Boxhall profile and Goodman's Strengths and Difficulties Questionnaire, in order to determine when they are ready to return to their mainstream classroom for teaching. If it is felt your child would benefit from this, a meeting will be held between the SENDCo and parents.

Professional development opportunities and training of all staff in the school including midday supervisors and governors ensure that high quality differentiated learning opportunities happen at all times of the school day both inside and outside the classroom.

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Adapting the curriculum through differentiation of work for all children will be the responsibility of the classroom teacher. Those pupils identified with having an aspect of SEND will be known to the classroom teacher and their areas of strength and weaknesses will be planned for through differentiation. The level of differentiation will differ for each individual child. For example, a child may benefit from using a variety of IPAD applications to support writing and to boost confidence. IPAD technology allows children to record their ideas visually, auditorially and kinaesthetically. Work can be edited instantly to develop writing skills and text can be enlarged instantly supporting children with visual impairments. For those children with language processing difficulties visual prompts (time trackers, visual timetables, now and next prompt cards) can be adapted to support specific barriers personalised to the child. The Academy will also use resources and equipment recommended by other professionals involved with your child.

The school uses a password protected management system called SIMS to record all information about pupils SEND and medical needs which is monitored by the SENDCO and relevant staff working with your child. This system is linked to a detailed assessment tool allowing instant access to your child's attainment and progress data alongside SEND needs allowing staff to effectively plan targeted support. The class teacher will be encouraged to discuss targeted support with specialist staff in school, for example the SENDCO, Speech and Language therapist and Read Write Inc manager. All support will be overseen by the SENDCO and monitoring of pupils' progress will take place at SEND meetings held between the class teacher and SENDCO.

The children on the SEND register have a School Focussed Plan (SFP) which details a child's attainment, strengths, areas of needs and strategies being

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### Teaching, Learning and Support

implemented to support them. Any interventions they receive together are monitored on a whole school provision map. This document is used to record any additional support given. Your child may also be allowed additional support during examinations, for example, additional time or a reader. The school will use additional assessment tools to evidence the need for this support.

**How are the setting, school, or college's resources allocated and matched to children or young people's needs?**

A proportion of the SEND budget is used to support class based provision. The SENDCO and Senior Leadership Team will ensure that quality first teaching uses available provision for SEND learners effectively in the classroom. It is expected that classroom teachers effectively manage physical resources such as the use of sloping boards, coloured overlays, cream paper, pencil grips, concentration screens and IT programmes including 2Type. The school has invested in dyslexia friendly provisions including Read, Write Inc.

An additional proportion of the budget is allocated to provisions additional to the general classroom based support including the intervention Read Write hotlisting, Numicon, Nessy, precision teaching and other generally available published intervention programmes used in Primary settings. In some circumstances, additional support is required through experienced personnel including highly trained teaching assistants, therapists and other qualified professionals.

The Academy follows the Cheshire East guidelines for applying for additional funding through the EHCP, Exceptional Circumstances or Early Years Grant procedures. Funding is matched to the provision required which enables pupils to achieve their best academic potential, as high expectations of all our children is central to the Academy's ethos. The SEND budget is the responsibility of the Principal, Senior Leadership Team and SENDCO. Regular monitoring takes place to ensure that all resources and provisions are allocated effectively supporting all children's needs.

**How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)***

When a child's SEND has been identified, outcomes and provisions will be discussed between parents, staff and the pupil. Academy staff will brief the families and pupil (where appropriate) on the resources and provision that will be implemented. On occasions the school may seek the support of other agencies and professionals to support this process and also when a difference of opinion about the nature of the provision has been raised. The aim of the decision making is to ensure the voice of both families and child are fully involved with any provision that is different from or additional to that received by the child's age related peers.

**How will equipment and facilities to support children and young people with SEND be secured? *(IRR)***

The Academy offers a range of facilities and equipment to support pupils with SEND. The needs of SEND children can change on a day to day basis, and it is the role of the class teacher, in liaison with the SENDCO, to ensure that up-to-date resources are available to support children. The resources are allocated across the Academy dependent on class needs. The SENDCO also has a central bank of resources which are available to staff on request. On occasions more specialist

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equipment will be required, for example, sensory equipment and occupational therapy services. The SENDCO will liaise with families and external advisory agencies to gain advice on how to procure this specialist equipment.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Wistaston Academy sets high expectations of accelerated progress for all learners including those who are academically behind their peers. It is the responsibility of the class teacher to monitor children on a day-to-day basis and identify areas of need to narrow the gap between the child and their peers. Those children with more significant needs may require families to have daily contact with the class teacher to discuss where support can be continued effectively at home. The communication between families and school can happen in a number of ways including informal discussions at the end of the school day and in special circumstances a home school communication log book.

The children will be formally assessed termly. At this point, pupil progress meetings will be held between the class teacher, SENDCO, phase leaders and the Principal. Information about pupil progress is shared at parents' evenings where School Focussed Plans (document of needs) will be discussed. The SENDCO also invites parents into school to discuss pupil progress of children with more specific needs. For those children who have EHC Plans / Statements, an annual review meeting will be held. Parents are welcome to request appointments at any time to discuss their child's progress. The SENDCO at Wistaston Academy has a 0.6 non-teaching role which means that regular observations of pupils can be held, as well as there being greater availability for parental meetings. In addition to this, monthly drop-in sessions are available for parents to discuss any aspect of SEND. Workshops are available on request to support parents in understanding and delivering our Read Write Inc and other interventions at home.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Pupil voice is vital for the success of any intervention and plans made about their education. At Wistaston Academy the opinions, thoughts and feelings of pupils have historically and currently informed how we deliver interventions and provisions to children with SEND. The SENDCO, class teachers and leadership team regularly meet with children to discuss how the children feel they learn best. For example, school staff will regularly eat with children at lunchtimes and hold weekly celebration assemblies. Some children attend meetings about their education where appropriate, others are able to contribute to the meetings without having to attend via written or recorded methods. On occasions a familiar adult or advocate will represent a child.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The class teacher is responsible for monitoring the day-to-day progress of a child against desired outcomes and ensuring the effectiveness of an intervention.

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The nature of interventions available allow staff to measure progression following this model (a baseline assessment and post-intervention assessment are taken). The Principal, leadership team and SENDCO undertake regular monitoring of pupil progress and the effectiveness of the varieties of provision. Class teachers and staff delivering interventions are regularly observed to ensure quality teaching and accelerated progression for children.

The views of pupils is sought as part of the intervention process and parents are encouraged to share their views at parents meetings and through questionnaires. The information gained from families and pupils about the effectiveness of interventions is used to inform future provision.

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### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

At Wistaston Academy, we take the safety of our pupils very seriously. We aim to ensure every child who attends our academy feels safe, stays safe and that our pupils look after each-other. Information about pupils with SEND is made available to relevant staff that will be working with the child ensuring important information is shared keeping students safe. On occasions for children with more complex needs, the school may designate a member of staff to a child for transition and unstructured times of the school day, for example, during PE lessons and at lunch and play times. A lunchtime club is offered to those children who find unstructured times confusing / alarming, typically those who lie on the autistic spectrum. The club offers a quiet place to eat their lunch and to socialise over quiet activities. For some pupils a detailed risk assessment will be completed and strategies will be put into place to limit the dangers identified. This will be shared with families and reviewed as risks change by the class teacher and SENDCO.

#### What pastoral support is available to support my child or young person's overall well-being?

Wistaston Academy values and respects all children and has a serious approach to bullying, difficulties children have with relationships, and the social and emotional wellbeing of children. All staff are involved with supporting the wellbeing of children and arrangements for listening carefully to pupils is undertaken daily.

#### Pastoral

All staff at school recognise that children with SEND may experience a wide range of social and emotional issues. Bespoke and commercially produced support is offered to children dependant on their specific needs, and for more general issues our circle time, SMSC and PSHE curriculum, visitors and assemblies offer a variety of lessons to support the well-being of these pupils as their needs arise. The views of families and the child will be sought to tailor interventions directly to specific needs. The school may need to approach other professionals to support this process and on occasions an assessment tool may be used to identify more specific needs, for example, a Boxall profile.

A lunchtime club is offered to those children who find unstructured times confusing / alarming, typically those who lie on the autistic spectrum. The club offers a quiet place to eat their lunch and to socialise over quiet activities.

A recently appointed family support worker at school also aims to offer pastoral support to both children and families.

For children in Reception, Year 1 and Year 2, we have a recently introduced Nurture group for those children who find learning in large groups intimidating. The learning in the Nurture group is structured, follows the National Curriculum for Maths and Literacy, but at a much slower pace than the typical classroom. Learning is interspersed with nurturing activities typical of early childhood (including baking and crafts) and the day always starts with breakfast eaten together. The children involved in the Nurture group are regularly assessed using The Boxhall profile and Goodman's

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Strengths and Difficulties Questionnaire, in order to determine when they are ready to return to their mainstream classroom for teaching. If it is felt your child would benefit from this, a meeting will be held between the SENDCo and parents.

#### Friendships

The Academy uses Kagan cooperative learning structures which are designed to increase student engagement, cooperation and develops specific social skills. At less structures times of the day the school provides peer buddies and runs activities led by play leaders which are overseen by staff. There are several teachers on duty at both playtimes and lunchtimes. Some children may require personalised social skills work throughout the school day. Key personnel will be allocated to a child to oversee their social and emotional wellbeing and will adapt intervention as needs change in liaison with their families.

Wistaston Academy also follows the Autism friendly intervention of Friendship Terrace.

#### Peer/Sibling support

On occasion it may be appropriate to support peer groups and siblings of pupils with SEND. Naturally children have questions and these need to be answered in a professional manner maintaining the rights and dignity of the child with SEND.

#### Bullying

The children at Wistaston Academy are taught that relationships in schools should be characterised by respect, kindness and consideration fostered by positive attitudes to behaviour. All children have a right to feel valued and safe fostering positive self-esteem. School staff support children to develop mature and happy relationships, which is an important part of the curriculum and essential to their present and future success in life.

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

#### Administration of medication

Children with medical needs have the same rights of admission to a school or setting as other children. Most children will at some time have short-term medical needs, perhaps entailing finishing a course of medicine such as antibiotics. Some children, however, have longer term medical needs and may require medicines on a long-term basis to keep them well, for example children with well-controlled epilepsy or cystic fibrosis. Others may require medicines in particular circumstances, such as children with severe allergies who may need an adrenaline injection. Children with severe asthma may have a need for daily inhalers and additional doses during an attack. Most children with medical needs can attend school or a setting regularly and take part in normal activities, sometimes with

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some support. However, staff may need to take extra care in supervising some activities to make sure that these children, and others, are not put at risk.

Children with more severe medical or personal care needs may require an individual health care plan which helps staff identify the necessary safety measures to support children with medical needs and ensure that they and others are not put at risk. This will be written with families and relevant staff involved with the child and reviewed annually.

#### Toileting

It is recognised that a child may require experienced support with toileting issues. Staff at the school will liaise with families and will support any toilet training programmes followed in the home environment. In some instances, the academy may seek advice with the families consent from a professional, for example, the school nurse or continence advisory service. On occasions, toilet training will not be appropriate and staff will encourage the child to take appropriate responsibility for their toileting. Parents/carers will be expected to supply the school with any equipment, nappies and spare clothes etc.

#### Privacy and Dignity

The Principal and staff will always treat medical information confidentially. Agreement will be reached with parents and carers as to who else should have access to records and other information about a child. However, if information is withheld from staff they will not be held responsible if they act incorrectly in giving medical assistance. Children will be given privacy when intimate care is being provided. Other children may take their medication within the daily routine of the classroom, for example, a diabetic child testing their blood. When this occurs, close adult supervision is maintained to ensure the safety and dignity of the child.

#### Sharing of medical information

Our SENDCO will be the first point of contact for medical information and will co-ordinate and share information on a child with relevant external agencies. Supply staff will also be informed of a child's medical needs if they are working with the child. As children move to different classes as the years pass, the SENDCO will ensure that information, SFPs and individual health care plans are passed on to the new teacher. When staff agree to assist a child with medical needs, appropriate training in collaboration with local health services may be necessary. Wistaston Academy will ensure that this is put in place and work with outside agencies to achieve this wherever it is practically possible. A password protected information management system will record a child's SEND and medical needs to all staff who log onto the system.

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#### Medical Appointments

The School monitors attendance of those pupils who are absent from school because of short-term or chronic illness, and close links are maintained with parents who are encouraged to support pupils with missed work. It is requested that each absence through illness is supported by medical evidence from the doctor giving appointment dates and times when medical advice has been sought. For children who attend hospital appointments on a regular basis, special arrangements may also be necessary. We will develop a written health care plan for such children, involving the parents and relevant health professionals and where possible the academy will work flexibly to support all parties involved.

#### Training

Relevant staff are trained in first aid and caring for a child with medical needs, for example, asthma, diabetes and epilepsy. Some children with medical conditions have complex health needs that require more support. Wistaston Academy will endeavour to support all children, and further training will be delivered as new medical needs arise.

### **What support is available to assist with my child or young person's emotional and social development? *(IRR)***

All staff at school recognise that children with SEND may experience a wide range of social and emotional issues. Bespoke and commercially produced support is offered to children dependant on their specific needs, e.g. Circle of Friends and Friendship Terrace, and for more general issues circle time, SMSC and PSHE curriculum, visitors and assemblies offer a variety of lessons to support the well-being of these pupils as their needs arise. The views of families and the child will be sought to tailor interventions directly to specific needs. The school may need to approach other professionals to support this process and on occasions an assessment tool may be used to identify more specific needs, for example, a Boxall profile.

A recently appointed family support worker at school also aims to offer pastoral support to both children and families.

For children in Reception, Year 1 and Year 2, we have a recently introduced Nurture group for those children who find learning in large groups intimidating. The learning in the Nurture group is structured, follows the National Curriculum for Maths and Literacy, but at a much slower pace than the typical classroom. Learning is interspersed with nurturing activities typical of early childhood (including baking and crafts) and the day always starts with breakfast eaten together. The children involved in the Nurture group are regularly assessed using The Boxhall profile and Goodman's Strengths and Difficulties Questionnaire, in order to determine when they are ready to return to their mainstream classroom for teaching. If it is felt your child would benefit from this, a meeting will be held between the SENDCo and parents.

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### Keeping Students Safe and Supporting Their Wellbeing

#### What support is there for behaviour, avoiding exclusions and increasing attendance?

There is no place for *violence, defiance, bullying, harassment (racial or sexual), vandalism, rudeness to adults or bad language* in the school community and these must always be discouraged. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this type. Notes about serious misbehaviour are uploaded onto the SIMs pupil data system. Sanctions exist to protect individuals from these negative forms of behaviour. Solutions to problems of bullying, harassment and vandalism should offer opportunities to support and guide the wrongdoer to take a more positive role within the school. We take racist incidents very seriously and the offender will be warned that a one session exclusion will be administered if there is a repeat offence. Only in extreme circumstances would the child be excluded from school for a fixed term or permanently. It is stressed that this is a very last resort when other avenues have all been explored and/or the behaviour is of such an extreme nature that exclusion is the only reasonable response. The school follows the Cheshire East LA guidelines for exclusions.

All teaching staff (including teaching assistants) have received the Dynamis positive handling training. This aims to keep all children and staff safe throughout a school day.

The school also employs an Education Welfare Manager who closely monitors attendance. He completes home visits to collect children as well as working closely with outside agencies to boost attendance.

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<b>Working Together &amp; Roles</b>
<b>What is the role of my child or young person's class teacher?</b>
<p>The classroom teacher will have overall responsibility for pupil's learning and well-being, and on occasions your child may have a key worker who will support the class teacher with this role. The class teacher and if appropriate the child's key worker will be the first point of contact for parents/carers. The classroom teacher will adapt the curriculum for those pupils identified with having an aspect of SEND using the child's areas of strength and weaknesses through differentiation. The level of differentiation will differ for each individual child. For example, a child with visual impairment may benefit from using an IPAD application as text can be enlarged instantly. For those children with language processing difficulties visual prompts (time trackers, visual timetables, now and next prompt cards) can be adapted to support specific barriers personalised to the child. The classroom teacher will also use, where possible, resources and equipment recommended by other professionals involved with your child.</p>
<b>Who else has a role in my child or young person's education?</b>
<p>The adults working with your child will be dependent on their SEND needs. Your child may have contact with the following professionals related to their education:</p> <ul style="list-style-type: none"> <li>• The school SENDCO (co-ordinates the provision of SEND and liaises with outside agencies)</li> <li>• Your child's phase leader (EYFS, KS1, Lower KS2 and Upper KS2 have different phase leaders overseeing the progression of all children)</li> <li>• RWI teachers</li> <li>• The school nurse</li> <li>• Teaching assistants (for interventions or pastoral care)</li> <li>• Speech and language therapist and assistant</li> <li>• Educational Psychologist, Tim Watson, who attends for two half days each half-term.</li> <li>• Outside agencies (for example, paediatricians, CEAT, educational psychologists, borough SENDCO, visually impaired team and speech and language services)</li> </ul>
<b>How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</b>
<p>The school uses a password protected management system called SIMS to record all information about pupils SEND and medical needs which can be accessed by all relevant staff working with your child. The SENDCO will share any new information that is received about a child through meetings, and the school also holds a twice weekly morning meeting for all teaching/intervention staff where new information can be shared. All staff working with a child will have a copy of their SFP or EHC plan and access to their pupil cohort file, where information received from external agencies is saved.</p>
<b>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></b>
<p>The school employs staff with specialist knowledge of SEND, for example, a part time speech and language therapist and assistant, as well as a consultant Educational Psychologist. Other relevant staff receive regular training sessions dependent on the specific needs of the children with SEND in the academy allowing them to have a good awareness of all areas of SEND. Knowledge and good practice is shared at daily briefings and staff meetings. The SENDCO has obtained the</p>

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<p><b>Working Together &amp; Roles</b></p> <p>National SENDCO Award and has attained a Masters with modules in SEND. Regular meetings are also held with the SENDCO to discuss specific needs of pupils with relevant staff. The Academy holds the Inclusion Quality Mark.</p>
<p><b>Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)</b></p> <p>The academy is in contact with a wide range of professionals and the services including CAMHS, SALT, educational psychologists, the autism team, paediatricians, CEIAS, social services etc. Some children will access these services in school and other children may be required to attend appointments with their families. The school organises and attends a wide range of multi professional meetings supporting families with children with SEND and well-being needs.</p>
<p><b>Who would be my first point of contact if I want to discuss something?</b></p> <p>Concerns should initially be raised with the classroom teacher who will refer more specialist matters to the school SENDCO who in turn will discuss them with families, staff working with the child and the child themselves where appropriate.</p>
<p><b>Who is the SEN Coordinator and how can I contact them? (IRR)</b></p> <p>The SENDCO is Stephanie Tew  <a href="mailto:stew@wistastonacademytrust.co.uk">stew@wistastonacademytrust.co.uk</a></p>
<p><b>What roles do your governors have? And what does the SEN governor do?</b></p> <p>The role of governors is to monitor and ensure quality provision across the school. There is a designated governor for SEND who will liaise with the SENDCO to ensure that those children with SEND make progress in line with the high expectations of the school. Looked after children have their own designated governor who monitors their progress.</p>
<p><b>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</b></p> <p>At Wistaston Academy the opinions, thoughts and feelings of pupils have historically and currently informed how we deliver interventions and provisions to children with SEND. The SENDCO, class teachers and leadership team regularly meet with children to discuss how they feel they learn best, for example, school staff will regularly eat with children at lunchtimes to listen to pupil voice. All children are consulted when completing their School Focused Plans. They work with their class teacher to complete the Pupil Voice section. Some children attend meetings about their education where appropriate, other are able to contribute to the meetings without having to attend via written or recorded methods. On occasions a familiar adult or advocate will represent a child. The children also have a school council which regularly meeting with staff and governors to discuss educational issues.</p>
<p><b>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</b></p> <p>We have many parent volunteers in the school who kindly fulfil a variety of roles. Parents can join the PTA who organise events and fundraise on behalf of the school. The Academy also encourages parents to attend workshops including Read Write Inc, to support developing their child academically at home. Parents are members of our governing body and when a term of office expires, all parents are sent a letter inviting them to apply for a parent governor position.</p>

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### Working Together & Roles

#### What help and support is available for the family through the setting, school or college? *(IRR)*

The SENDCO provides support to families in a variety of ways including help with completing paperwork and with access to the different outside agencies available to support their child. Families are welcome to request appointments at any time to discuss their child's progress. Furthermore, there are scheduled monthly drop-in sessions for parents to attend to discuss any aspect of SEND. Our policies are available on our website.

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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

Enrichment activities are available to all children irrespective of their SEND need in the school setting, for example, swimming, clubs, school discos, attendance rewards and educational visits including our residential visits. The academy will make adaptations as and when needed to ensure child's attendance at school run activities. Families will be consulted where enrichment activities will need to be adapted to ensure the best experiences for their child. Occasionally an additional adult will be allocated to a child to ensure the activity is fully inclusive.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

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### Inclusion & Accessibility

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

The Governing body of Wistaston Academy will, over a prescribed period implement, monitor, develop and review the extent to which disabled pupils can participate in the school's curriculum by improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. The school building is all on the ground floor and is accessible throughout.

In accordance with our admission policy, once pupils with a Statement or EHCP have been admitted, then places are allocated in the following order:

- 1) Looked after or previously looked after pupils
- 2) Siblings
- 3) Those children attending nursery
- 4) Catchment area
- 5) Those living nearest the school

No child will be discriminated against in relation to a disability.

Pupils with SEND will be supported to access facilities in line with their peers. The level of support will differ for each individual child. For example, a visually impaired child may benefit from using an IPAD as text can be enlarged instantly. For those children with auditory difficulties, reasonable adjustments can be adapted to support specific barriers personalised to the child. The Academy will also use resources and equipment recommended by other professionals involved with your child.

Different families will have different communication needs and the academy will aim to personalise support as required. Families will have a choice of how they would like to communicate with the academy, for example, in person, by phone, by text, email or by letter. A number of school documents are translated into key languages applicable to the school. On occasions a translator can be made available for meetings and to translate any important documents.

A child may require a different communication approach to access the curriculum in line with their peers. A whole school non-verbal approach uses widget



## SEND Information Report



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### **Inclusion & Accessibility**

symbols and key staff have been trained in Makaton and PECs.

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<b>Transition</b>
<b>Who should I contact about my child/young person joining your setting, school or college? (IRR)</b>
For information on entry please contact the school office on <a href="mailto:admin@wistastonacademytrust.co.uk">admin@wistastonacademytrust.co.uk</a> who will discuss the entry process with you.
<b>How can parents arrange a visit to your setting, school or college? What is involved?</b>
The academy offers a number of open days, transition visits and meetings for Nursery and Reception starters. The school SENDCO can be made available at these times or alternatively a meeting can be arranged to share information which relates to your child's SEND needs. Please contact <a href="mailto:stew@wistastonacademytrust.co.uk">stew@wistastonacademytrust.co.uk</a>
<b>How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)</b>
<p><u>Entry:</u></p> <p>It is important that children with SEND have their needs planned for prior to entry to the academy. A meeting and visit with the Principal, senior leadership team or SENDCO will ensure key information is shared supporting transition and access to the mainstream curriculum on entry. For those children with a higher level of need a multi-agency action for inclusion meeting may be required. The meeting allows families, school and other professionals to personalise the level of provision, resources and transition required.</p> <p><u>Transition to new settings:</u></p> <p>When a child leaves the academy the transition process will need to be personalised to meet the child's needs. Close liaison with the new setting ensures an effective programme is put into place. For example, additional transition days in the new setting, a personalised transition pack for completion and the new setting visiting the child in the current setting.</p>

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<b>Additional Information</b>
<p><b>What other support services are there who might help me and my family? (IRR)</b></p> <p>The SENDCO is Stephanie Tew stew@wistastonacademytrust.co.uk</p> <p>Cheshire East Information Advice and Support can be accessed by following this link- <b><a href="http://ceias.cheshireeast.gov.uk/home.aspx">http://ceias.cheshireeast.gov.uk/home.aspx</a></b></p>
<p><b>When was the above information updated, and when will it be reviewed?</b></p> <p>September 2017 to be reviewed in September 2018.</p>
<p><b>Where can I find the Cheshire East Local Offer? (IRR)</b></p> <p>The Cheshire East Local Offer can be found at <a href="http://www.cheshireeast.gov.uk/localoffer">www.cheshireeast.gov.uk/localoffer</a></p>
<p><b>What can I do if I am not happy with a decision or what is happening? (IRR)</b></p> <p>The class teacher will be the first point of contact for families. If the class teacher is unable to help a senior member of staff including the Principal, Deputy Principal, Assistant Principals, senior leadership member or SENDCO can be contacted. If after discussing your concerns and you still remain unhappy, our complaints procedure can be found under the complaints policy on our website. <a href="http://www.wistastonacademytrust.co.uk/serve_file/88993">http://www.wistastonacademytrust.co.uk/serve_file/88993</a></p> <p>Guidance on what to do if you are unhappy with a decision made by the local authority regarding pupils SEND can be found on the website link for Cheshire East. <a href="#">Link</a></p>