

## Annual SEND Report

<b>School:</b>	Wicklea Academy
<b>SEND Co:</b>	Amy Lucas
<b>Date of the report:</b>	July 2024
<b>SEND Link Trustee:</b>	Stephen Pratt

Total NOR	Total % on school census coded K and E for the current year	Total % on school census coded K and E for the previous year	Total % on school census coded K and E as well as PP for the current year	Total number of learners with SEND in the school	Total number of learners with SEND in the school on the SEND register without an EHCP	Total number of learners with SEND in the school on the SEND register with an EHCP	Total number of requests for an EHCP assessment this academic year	Total number of requests for an EHCP assessment that have been agreed
233	23%	22% (52/241)	7% (17 chn)	54	50	4	2	2

### SEND Profile for this academic year

Year group	Cognition and Learning	Communication and Interaction	SEMH	PI/VI, sensory and physical needs	Total
Year 3	3	7	0	2	12
Year 4	5	6	2	0	13
Year 5	5	6	3	0	14
Year 6	2	7	6	0	15
<b>Total</b>	15	26	11	2	54

## Key Points

<p><b>SEND information report is available on the school website and is dated within the last year</b></p>	<p>The SEND information report has been displayed on the school's website throughout the year. This will be moved to the new school website once this has been formally launched. The SENDCo met with a group of SEND families to review the efficacy of the report in July 2024 so that changes and amendments could be made to reflect the voice of the parents.</p>
<p><b>SEND or Inclusion Policy is up to date and available for review</b></p>	<p>The SEND Policy has been displayed on the school's website throughout the year. This will now follow the CLF template for SEND policy, being reviewed annually to reflect any changes to national priorities and policies.</p>
<p><b>The SENDCo holds the mandatory qualification</b></p>	<p>The current SENDCo (Amy Lucas) holds the mandatory qualification.</p>
<p><b>SEND governor training has been completed within the last year</b></p>	<p>The SEND governor (Stephen Pratt) has met with the SENDCo twice this academic year to discuss SEND across the school and any ongoing priorities to be addressed and shared with the wider governing team.</p>
<p><b>SEND Budget</b></p>	<p>There are 10 children on the SEND register who are in receipt of High Needs Funding. This is used to provide support for these children but also to support the wider CPD and deployment of all teaching assistants across the school. During this academic year, 3 applications for additional funding have been made bringing an additional £20,000.00 into the SEND budget.</p> <p>As of June 2024, there will no longer be funding panels to request additional funding. From September 2024, all high needs funding not already allocated will only be available through an EHCP application and agreed provision.</p>
<p><b>Focused support and CPD linked to SEND</b></p>	<p>A significant piece of work has been completed across the whole school with the link Educational Psychologist – Stuart Hardy. This has focused on gaining consistency and clarity of approach to inclusion so that all children including those with SEND have equity of support and provision. This work included learning walks, staff training and focus groups to develop and shape a vision of inclusion for the school.</p> <p>As part of this work, there was a whole school INSET day led by Sally Franklin for all staff linked to the effective use and deployment of Teaching Assistants.</p>
<p><b>Outcomes linked to SEND from the AIP</b></p>	<p><b>MeLSA</b> – With the ongoing work of our 2 school MeLSA's we wanted to raise their profile within the school and capitalise on their training.</p> <p>In term 1, a one page profile was published on the school website to raise awareness to families with reference being made to this work at SEND parents meetings. The work of the MeLSAs was monitored by the school SENDCo and</p>

	<p>adjustments made to the ongoing practices being seen in their work with key children.</p> <p>In term 3, the MeLSAs provided training to all teaching assistants about their practices and how to implement some of the key skills more universally across the whole school interventions. This same training was delivered by the school SENDCo to all teaching staff.</p> <p><b>Interventions</b> – more careful consideration has been made for the breadth and quality of interventions being delivered and how this is monitored. The provision grid has been updated throughout the year to show this level of intervention linked to the SEND children. The SENDCo has monitored this grid, asking questions about the impact and effectiveness of these interventions at pupil progress meetings and in discussions with teachers when required. Interventions have been adapted and modified to make best use of the PiXL assessment platform introduced after joining CLF which forms part of their assessment procedures.</p>
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### Provision, Access and Support

<p><b>How does the school identify learners with SEND?</b></p>	<p>If a family were to raise concerns that their child may have SEND, a discussion would take place with the class teacher and then further discussions would include the school SENDCo if required.</p> <p>If the school feel that a child may have SEND, the class teacher can raise these concerns through the use of a cause for concern form and conversations with the school SENDCo about strategies and their impact that have been tried already and possible next steps to be implemented.</p> <p>As much as possible, the school aim to identify and support a child's needs as early as they can.</p>
<p><b>What happens when a learner has been identified?</b></p>	<p>Once needs are identified, a child will be added to the SEND register. This would then involve the class teacher creating a support plan to track and monitor the provision in place and the impact that these are having.</p>
<p><b>What provision is in place to support teachers to provide for a learner with SEND?</b></p>	<p>Teachers have regular training opportunities from the school SENDCo and external professionals such as BAT, EP, OT, Speech and Language to help inform and enhance their practice.</p>
<p><b>How are parents and carers informed of identification?</b></p>	<p>Parents are regularly kept informed of their child's needs through discussions with the class teacher and where appropriate the school SENDCo.</p>
<p><b>How are parents and carers informed of progress a learner is making?</b></p>	<p>In addition to the regular parents' evenings, families of children on the SEND register will also be offered 3 extra meetings to discuss the child's progress. The provision that is</p>

	in place will be shared and the impact that this has had on progress academically, emotionally and socially dependent on the child's needs.
<b>How are parents and carers of children with SEND supported?</b>	Families of children with SEND are invited to attend SEND coffee mornings with the school SENDCo at least 3 times a year. There are emails and additional communication from the school SENDCo linked to SEND events and support available in the locality. The school SENDCo is also available to meet with families if requested to provide more individualised support and advice where appropriate.
<b>How effective is classroom teaching in supporting needs of learners?</b>	The school regularly monitors classroom practice to ensure that high quality first teaching supports all learners. Training has been provided to enhance and develop teachers' knowledge and understanding of the growing needs of the children within the school.
<b>What interventions are in place to support learners?</b>	There are a range of interventions in place including: Precision Teaching Number Stacks Lego Play Drawing and Talking Hamish and Milo Phonics – currently linked to Bug Club but moving to Unlocking Letters and Sounds
<b>How is access to interventions planned?</b>	Within year group teams, interventions will be planned for those children needing additional support. This is also done in consultation with both the SENDCo and FLW depending on the needs of children. Where there is an EHCP in place, the school SENDCo will coordinate the provision/interventions needed. During pupil progress meetings, the impact of interventions is evaluated, leading to discussions about the children in need of further intervention the following term.
<b>How are children that are both SEND and PP identified and assurance made that their needs are fully met?</b>	All school staff will be aware of those children that have been identified as both SEND and PP. Consideration is made for the breadth and variety of intervention/provision that is needed balanced with the child accessing and enjoying the wider curriculum content and experiences.
<b>How is the attendance of SEND children monitored?</b>	Attendance of SEND children is monitored on an individual basis and through careful tracking by both the SENDCo and FLW. Where attendance has become an issue, steps are taken to try and address the challenges being faced and provide the necessary changes to support.

## External Agencies

Agency	Purpose	Impact
<p><b>CLF Cluster Group</b> 6 times per year</p>	<p>An opportunity for all SENDCos within the Trust to meet either in person or virtually to discuss current practice, policy and procedure.</p>	<p>Enables the school SENDCo to stay up to date on expectations and changes within SEND practice. It is a very useful platform to ask questions and share experiences from across a broad range of settings and localities. A great opportunity to network and make links with other professionals – this has already led to collaboration across schools.</p>
<p><b>Educational Psychology</b> 3/4 days per year</p>	<p>Can be used to assess and provide reports for individual children. Can also be used to facilitate whole school development and training for staff.</p>	<p>During the last academic year, the EP has conducted a piece of work with the school SENDCo to clarify and formalise the vision of inclusion for the school. This has included learning walks, focus groups and whole staff training. The school now has a very clear vision of inclusion and the expectations for all staff have been combined in the Teaching and Learning Handbook as well as being reflected in staff training and lesson observations.</p>
<p><b>Speech and Language</b> 3 times a year with up to 5 referrals on each occasion</p>	<p>To screen, assess and provide additional support for any children with speech and language concerns/needs.</p>	<p>We have made full use of this resource, with 15 children being screened and assessed for speech and language across the year. This has also facilitated additional staff training for adults working with specific children as well as more generally for all teaching assistants through the Sirona CPD offer.</p>
<p><b>Bristol Autism Team</b> 3 times a year with up to 2 referrals on each occasion</p>	<p>To observe identified children, providing advice and strategies for both</p>	<p>The school SENDCo has referred 2 children at each opportunity this academic</p>

	<p>school and home. Children can be referred if they have a diagnosis of autism, are on the autism pathway or have identified social communication difficulties.</p>	<p>year (only 2 visits this year due to capacity within their team). This has provided the school with advice and guidance specific to the needs of those children. It has supported teacher knowledge and understanding of these children's needs. It has also provided key evidence when applying for Top Up Funding and EHCP needs assessments.</p>
<p><b>Sensory Support Team</b> As and when required</p>	<p>External support service to provide advice and resources for children with a hearing or visual impairment.</p>	<p>This team have visited the school each term to support a child in Year 3 with a visual impairment. We have been able to gain staff training for the teaching assistant supporting him and recommendations for visual resources to adopt. We now have a specific IPad for this child in order for them to access screen sharing in any classroom, APPs to support their learning and a touch typing program.</p>
<p><b>Habilitation Team</b> As and when required</p>	<p>External support service to provide advice and resources for children with a physical disability.</p>	<p>This team supported the school to be ready for a child joining in September 2023 with a physical disability. It led to changes being made to the environment following an audit and sessions being run for the child linked to road safety. The teaching assistant working alongside the child gained training and guidance on how to support his physical needs in school and on school trips.</p>
<p><b>Occupational Therapy/Physiotherapy</b> As and when required</p>	<p>External support service to provide advice and resources for children with a potential need linked to coordination and movement.</p>	<p>Where teachers or families have raised concerns about a child a referral has been made to this service. One child has been assessed in clinic with a report being</p>

		issued and another child has been fully supported with their physical needs and physio requirements in school encompassing some staff training.
<b>School Nurse</b> As and when required	External support service to provide advice and resources for children with a potential need linked to sleep difficulties, eating difficulties and anxiety.	Children have been referred to this service by both the SENDCo and FLW in collaboration. One child was seen specifically for sleep difficulties which resulted in a piece of work and a report that supported an EHCP needs assessment request.
<b>Lansdown Park ALP</b> As and when required but key points in the year for Inreach Support	Alternative Learning Provision specialising in trauma informed practice and relational teaching.	We have successfully used Lansdown to support 3 children this academic year through both Outreach and Inreach support. 2 of the children are in Year 6 so the support has given them strategies to use both now and at their new setting. The adult from Lansdown will also be providing them with some ongoing support at their secondary setting. The child in Year 4 that accessed Inreach support has made an excellent transition back to Wicklea. Her timetable is starting to be increased and we are seeing the strategies she has learnt being used successfully at Wicklea.

## Pupil Voice

- The school SENDCo met with a group of SEND children in July 2024 to discuss and review the Information Report for Children on the school website. The children spoke very positively about SEND provision at Wicklea including:
  - *Wicklea understand what children with disabilities need.*
  - *Wicklea is perfect for children with SEND.*
  - *Teachers understand what we need and know how to help. We can understand things better because adults have helped.*

### **Whole Education SEND Action Plan and Evaluation 2023-2024**

- In December 2023, Wicklea joined the Whole Education Training Program to help us to evaluate our SEND practices. After an initial audit completed by the school SENDCo and Headteacher the school rated as Developing in 5 out of 7 areas graded and Secure in the remaining 2 areas.
- An action plan was then created to track and monitor changes and the effective implementation of these over the remainder of the year. The SENDCo accessed training through Whole Education and was supported by a focus group of other SENDCos in the locality to bring about change.
- In June 2024, a final review of the action plan was completed by the SENDCo and Headteacher which showed significant improvements. The school is now Secure in 6 out of 7 areas of SEND and Excellent in 1 area with an overall school rating of Secure.

### **SEND Improvement Priorities for 2024-2025**

- Attendance of SEND children (and those that are also PP)
- Developing a range of ambassadors including those for SEND
- Effective assessment procedures for all children
- Referrals tracker