



## Winterton Community Academy SEND Information Report

2024 – 2025

**SENCO:** Miss Emma Forman (**SENCO qualification awarded by Leeds Beckett University 2017**)

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**SEND Governor:** Mrs Emma Sylvester

**Senior Leader with responsibility for SEND:** Mrs Louise Daveran

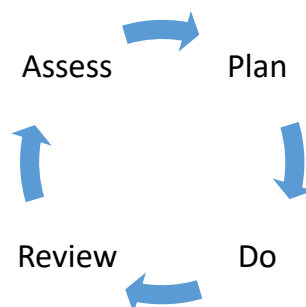
Local Offer Contribution: <http://www.northlincslocaloffer.com/>

### Whole School Approach:

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Quality first teaching is in place across the school for every child or young person who attends Winterton Community Academy. Teaching staff endeavour to provide a high quality, adaptive strategies and personalised approach to teaching and learning. Additional interventions and support are provided as necessary in order to support learning, progress and personal development for all the children and young people in our care.

SEND provision in school is underpinned by a graduated approach of:



All teachers are responsible for meeting the needs of every child in their care, including those with special educational needs.

**Assess:** The social and academic progress of SEND students are assessed on a regular basis. Subject progress data, CAT testing, educational psychologist reports, track it data, the views of the student, the views of the parent, numeracy and literacy assessments, attendance data, the views of staff in school and wider professionals are used to evaluate this progress. Students with Education, Health and Care plans and those on SEND support with a high level of need will have termly reviews with the SENCO. Other SEND support students will have reviews at least twice per year.

**Plan:** Once the needs of a student have been assessed, any additional support can be provided. Staff at Winterton Community Academy apply a flexible approach to support and aim to tailor the provision to meet a student's needs on an individual basis. It may be that intervention has been used that may no longer be needed as a student progresses both academically and personally. The new provision needed will be planned by the SENCO in consultation with other staff and often with wider professions. Outcomes will be agreed with students, young people and parents.

**Do:** Support and Interventions are put in place by school staff as directed by the SENCO. SEND Support Plans and Education, Health and Care plan summary documents are shared with staff and targets set for students.

**Review:** At the end of a cycle, usually each term, unless a higher level of need emerges or current provision is not adequate, in which case an earlier review is required, the social and academic progress will be reviewed. This will be carried out by the SENCO and will establish whether the targets have been met.

### **SEND Needs:**

Children and young people's special educational needs and disabilities can generally be categorised in the following four broad areas of need and support:

#### **1. Communication and interaction**

This includes young people with or without an ASD diagnosis. Students are supported in the classroom by seating them appropriately with peers they can work comfortably with. Some students do not respond well to having questions directed at them and in this case staff may wait for them to put their hand up and then praise them when they do get involved. Students may require higher levels of pastoral support, they may need to be prepared in advance for changes to routines and consulted as to how they may need to be supported in different scenarios. Where possible changes in timetable and staffing are communicated to young people so that they have chance to adjust. They may need to have regular "check ins" with a key member of staff at intervals throughout the day so they can be supported with issues. Students may need to have a re-focus card so that they can take time out to regulate their emotions and talk to an adult. They may need additional adult support when they struggle with certain activities and a consistent routine put in place. At lunchtime, there is a Sanctuary room that is supervised for students that struggle with unstructured time. Friendship groups may be set up as needed in order to support students in engaging in positive peer

relationships. The ASET team regularly visit school to work with students with a diagnosis of ASD.

## **2. Cognition and Learning**

Cognition and learning needs includes dyslexia, dyscalculia and moderate learning difficulties. Winterton Community Academy staff regularly cater for individual learning needs using strategies such as scaffolding; this is where sentence starters are provided or a passage of text where key words can be written in to reduce the amount of text needing to be recorded. Dyslexia friendly fonts such as Arial can be used for text as well as checklists for instructions. Staff will use visual clues and link learning to everyday experiences where possible. Some students need longer to process information and a variety of methods of presenting information e.g. diagrams, charts etc. are used as part of quality first teaching. Staff will regularly read out text and repeat instructions for students. Overlearning and consolidation are used as well as exam access arrangements such as a reader, 25% extra time or a scribe. Individualised programmes are put in place for students with high levels of literacy and numeracy difficulties.

## **3. Social, emotional and mental health**

Students with high levels of anxiety may be provided with a re-focus card in some circumstances; this allows them to regulate emotions and seek adult reassurance before returning to class. Extra pastoral support is provided on an individual basis in order to support a child's particular needs. In some circumstances, a student may work in the Junction away from their classroom in order for them to escape situations that they find a challenge. They will then be supported by an adult to re-integrate with peers. The school has taken part in a number of programmes to support SEMH such as the Human Utopia workshop which was a great success. During the PSHE programme, students are encouraged to develop an awareness of mental health through a range of activities and discussions. Students who experience high levels of anxiety during examinations, can be seated at the back of the hall and given rest breaks during the examination. Time Out Drum Therapy visit the school every Thursday to work with students usually for a course of 6-7 sessions. The school accesses WMIM (With Me In Mind) and Steph King works with students in school every Wednesday. WMIM is also the platform from which students can access support from CAMHS and can be signposted to other professionals and organisations who can do further work with the student. In addition to this, Mrs Sharron Sibson and Mrs Dawn Bishop are qualified ELSAs (Emotional Literacy Support Assistants) and work with students on a weekly basis for 6-7 sessions after which a review will take place. Mrs Louise Daveran, Mrs Karen Walton and Mrs Sharron Sibson have completed THRIVE training.

## **4. Sensory and / or physical needs**

Students in school with a hearing impairment regularly meet with the Hearing Support Service who advise the SENCO on how they are to be supported in school. The SENCO then provides school staff with the information about how to meet the needs of the individual. This usually involves measures such as seating the student in a particular place, avoiding background noise, repeated

answers given by other students and ensuring that the teacher faces the student when speaking. The Visual Support Service advise the school in the same way; they may suggest that information is presented using a larger font or that the student needs enlarged materials and equipment such as protractors. The Physical Disability Team advise school about conditions such as Chronic Fatigue Syndrome; in some cases, a student may need to have a modified timetable or different furniture in a particular classroom. Sometimes students have sensory needs such as an intolerance to a certain noise, fabric or have difficulty regulating temperature; these individual circumstances can be catered for using reasonable adjustments.

As of September 2024, the academy has 126 students on the SEND register. This is approximately 24.5% of students on roll at the school. There are 13 students with an Education, Health and Care Plan (E) and 113 students at SEN support (K). There are also 8 looked after (LAC) children.

The greatest areas of primary need are:  
Social Emotional & Mental Health  
Autism Spectrum Disorder

The WCA data follows the national trend which is an increase in students with an identified SEND need; there has been a continued rise in the number of SEND students since 2016.

**Winterton Community Academy September 2024  
WCA SEN Register Overview**

**SEN support (K) – 113**

**EHCP (E) – 13**

**SEN Register total - 126 24.5% of school roll**

**Looked After Children (LAC) – 8**

Total number on roll – 515

**Breakdown by year group**

Year	K	E	Total
7	23	1	24
8	26	6	32
9	25	2	27
10	18	2	20
11	21	2	23

**Breakdown by primary need**

	% of Cohort	Total
Specific Learning Difficulty (SpLD)	16%	20
Social, Emotional, Mental Health needs (SEMH)	29%	36
Speech, Language and Communication Needs (SLCN)	13%	16
Autism Spectrum Disorder (ASD)	21%	27
Moderate Learning Difficulties (MLD)	14%	18
Physical Disability (PD)	4%	5
Hearing Impairment (HI)	0.8%	1
Visual Impairment (VI)	0.8%	1

## **Consulting children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this regularly at review meetings. Student Voice activities take place regularly and are carried out by the SENCO / SEND governor / SLT SEND lead.

## **SEND Department Review and Development**

The most recent Ofsted Inspection took place in February 2020 with the school coming out with a “Good” grading overall. The Inspection report notes that; “Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) also achieve well. This is because staff really care and give them extra help when they need it.”

Following on from this inspection, the SENCO has continued to develop the SEND support plans after discussions with the lead inspector. These plans have been further developed in consultation with Gemma Sargent, the lead teacher for SEND from the local authority, who meets with the SENCO at least once per term to provide advice and support. The SEND support plans are key documents identifying how staff can best meet the needs of students. They also provide a bank of evidence of the assess, plan, do, review cycles and now contain behaviour data and attendance data alongside provision, reasonable adjustments and key information about the student. The SMART targets section has been further developed follow the local authority focus and the SENCO attended training in this area. The plans are having a specific learning mentor support section added this year, where appropriate. The SENCO regularly reviews and updates a spreadsheet with non-negotiable adjustments as a checkpoint for staff and this is kept within the staff shared area on the network.

In order to identify SEND needs in a timely manner, all year 7 pupils are screened for dyslexia and dyscalculia during the autumn term.

Reading tests are completed by all year 7 pupils in order to establish reading ages. The data is then used to place pupils into tiers according to how close their reading age is to their chronological age. Pupils with the largest deviation are placed in tier 1 and have two to one literacy intervention, pupils with the next largest deviation are tier 2 and have small group literacy intervention. Year 7 and 8 pupils in tier 3 take part in peer mentor reading with a year 10 student. Pupils whose reading ages are in line or above their chronological ages are placed in tier 4 and do not need to have intervention. The purpose of literacy intervention is to improve reading ages, where possible to be in line with chronological ages, or at least to age 12 which is the minimum level needed to access GCSE texts. Reading tests take place once per term and once an individual has improved sufficiently they can move to a higher tier until eventually they do not need any further support.

In response to the emerging mental health needs of Winterton Community Academy students as we continue to live with the consequences of the COVID-19 pandemic, the war in Ukraine and the current cost of living crisis, the mental health support in

school has increased. The academy continues to have access to WMIM (With Me in Mind); Steph King works with students in school every Wednesday, and this can also be a route to accessing further mental health support from CAMHS. Time Out Drum Therapy takes place on a Thursday with Peter Oak, a trained counsellor, who uses music as a starting point to develop a dialogue with students, and once trust has been gained he is able to work through problems and possible solutions or coping strategies. Mrs Sharron Sibson and Mrs Dawn Bishop from the learning mentor team are qualified ELSAs (Emotional Literacy Support Assistants) and work with students on a weekly basis alongside their work as learning mentors. The ELSAs are trained to plan and deliver sessions to students usually on an individual basis who are experiencing short or longer term additional emotional needs. Mrs Ricketts, the inclusion mentor is based in the Junction and continues to support students from this base. Mrs Karen Walton also supports student well-being in her role as inclusion officer. Miss Hannah Rhymer- Newbould works as attendance inclusion officer alongside the pastoral team to support students to increase their attendance in school and consequently improve their life chances. Mrs Louise Daveran, Mrs Karen Walton and Mrs Sharron Sibson have completed THRIVE training and further staff will complete this training moving forward.

The school has continued to develop the Student Support Centre. Both Mrs Sharron Sibson and Miss Emma Forman are based within the hub where a small nurture group is being taught most of the time whilst accessing varying amounts of time in mainstream lessons. This is always with a view to progressing more widely into mainstream as the pupils develop. Mrs Sibson has twelve years of experience of working in primary schools and sixteen years of experience in secondary schools. She also has experience of Montessori education and is consequently well placed to lead the shorter lessons with sensory breaks and creative activities interspersed throughout the day. The lessons mirror the curriculum in the mainstream classrooms as much as possible. There are also students who access learning as part of their timetable in the student centre as well as taking part in various interventions in order to support them to gain the best possible outcomes during their time in school. The garden area is being further developed to provide a space close to nature as well as room to play games.

There is a punchbag in the hub as well as guinea pigs, fish and giant African snails. The school is also being visited on a regular basis by Daisy the PAT dog as part of Pets As Therapy, the Therapy & Nurture programme. The school has re-structured the autumn term in order to have a two-week half term break. This means that there is a seven-week half term for autumn one and a seven- week half term for autumn two. One of the considerations taken into account prior to making this change was the need to avoid a long eight-week half term in the autumn which can be problematic for neurodivergent students. This happened for the first time in 2023 and was successful so will now be a permanent change.

The school has continued to access Educational Psychology support from Applied Psychologies and this facility is invaluable in the assessment of student needs and

as a means of gaining expert advice as to how to best meet the needs of students and to signpost school staff to further avenues of support.

Ongoing professional development (CPD) continues in order to further develop the expertise of our staff. The SENCO attends the SENCO networking meetings held once per term as well as the SEND conference and Looked After Children's conference organised by North Lincolnshire Council. The SENCO attends regular Autism training organised by the Autism Spectrum Team in the form of "ASET Drop and Share" events.

In terms of medical needs training, staff have completed an Epilepsy Awareness course and relevant staff have completed Asthma training and Diabetes training. This training will be renewed on an annual basis.

The SENCO and SLT SEND lead now meet once per week for line management meetings and the SENCO. The SENCO also meets with the Exams Officer Mrs Amanda Walker at least once per fortnight.

The SENCO and SEND governor meet once per term plus carry out joint learning walks, work scrutiny and student voice activities.

The SENCO is working alongside other members of staff within the academy to increase the use of provision mapping and data in order to identify needs, and track the progress and effectiveness of intervention programmes. The SENCO aims to complete joint learning walks with core subject leads at least once per term.

Currently, there is a team of 6 learning mentors. As previously mentioned, Mrs Sharron Sibson is based in the student support centre, Mrs Bev Thompson is learning mentor for year 7, Miss Lisa Windle is learning mentor for year 8, Miss Claire Cummings is learning mentor for year 9, Mrs Dawn Bishop is learning mentor for year 10, Mrs Rachael Tomlinson is learning mentor for year 11. Mrs Dawn Bishop also undertakes various administration roles to support the SENCO such as reading testing and dyslexia portfolios.

### **Education, Health & Care Plans**

We are often asked by parents if their child can have an Education, Health and Care plan (EHCP). An Education, Health and Care plan is issued when a child is at SEN support, however, they need a higher degree of support than this is providing. An Education, Health and Care plan normally comes with additional funding (Element 3 funding) that the school receives in order to provide for a higher level of need. The Education, Health and Care plan is a legal document put together by the SEND team at North Lincolnshire Council, it normally stays with the young person until age 25 years. This means that the support continues into transition to post-16 provision, post-16 provision and early adulthood.

Education, Health and Care plans can be requested by either the SENCO or the child's parents where it is felt that the child needs more support than is currently provided at SEN support level. The request is made via the North Lincs EHCP hub which is an online platform. There needs to be evidence of the support that has been in place over time and that which is currently in place. The evidence needs to show



that the support currently in place is not sufficient to meet the needs of the child. Parents and wider professionals involved with the child will be invited to submit evidence and views via the online EHCP hub. Once this has happened, the request goes to a panel of professionals who decide whether an assessment should be carried out. If an assessment is successful, an EHCP will be awarded. The process from submission to completion of the final plan takes 20 weeks. Once the EHCP is finalized, it is used by school and wider professionals to support the child or young person and is subject to an annual review.

### **Assessments for ADHD and Autism Spectrum Disorder (Neurodiversity)**

The SENCO is frequently asked by parents to facilitate an ADHD / Autism Spectrum Disorder assessment. Unlike a screening for dyslexia / dyscalculia, this kind of assessment cannot be done in school.

When a child is presenting with traits that may suggest they are neurodiverse, an ASET (Autism Education Team) checklist will be completed by both parents and staff in school. This enables the main difficulties that the child is experiencing to be identified. In addition, school staff will often complete a sensory profile for the child. These two toolkits can then be used to put together a plan of support and strategies for the child. Once this has happened, at least two cycles of plan, assess, do, review will need to be evidenced to see how the support and strategies are impacting on the challenges the child was presenting with. If it is appropriate, a TREE referral will be made in order to get the child onto a diagnosis pathway. This referral then goes to a panel of professionals who may ask for further information prior to deciding whether the young person should be placed on the waiting list for an assessment. The waiting time for this is approximately 15-18 months long.

Many parents find this process frustrating and time consuming. However, here at Winterton Community Academy, we endeavour to support students with the challenges they are presenting with whether they have a diagnosis or not. The SENCO meets regularly with members of the Autism Education Team (ASET) for consultations about individual students and the advice given is then followed in school.

### **Complaints Procedure**

Anyone wishing to make a complaint about the SEND provision at Winterton Community Academy should direct their concerns in the first instance to the SENCO Miss Emma Forman [forman.e@wintertonca.com](mailto:forman.e@wintertonca.com) or to the Senior Leader with responsibility for SEND Mrs Louise Daveran [daveran.l@wintertonca.com](mailto:daveran.l@wintertonca.com)

We will endeavour to respond and deal with any concerns as swiftly as possible. We also welcome feedback both positive and negative regarding your experiences at the Academy.

Date of this report: September 2024

To be reviewed: September 2025