



Royal Wootton Bassett Academy

SEND Information Report

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Information relating to Special Educational Needs and/or Disability provision.
To be read in conjunction with the SEND Policy.

The following information is published as required by the Special Educational Needs and Disability Code of Practice 0-25 years (January 2015) and The Special Educational Needs and Disability Regulations 2014

General Information about the Academy

What types of SEND does the Academy provide for?	<p>Students on the SEN register fall into each of the four categories specified in the SEND Code of Practice:</p> <ul style="list-style-type: none">• Cognition and Learning – including Moderate Learning Difficulties and Specific Learning Difficulties such as Dyslexia, Dyspraxia and Dyscalculia.• Communication and Interaction – including speech & language difficulties and autism spectrum conditions.• Sensory/Physical Disability - including visual impairment, hearing impairment and medical needs.• Social, Emotional and Mental Health – including ADHD, ADD, OCD and anxiety. <p>The majority of students have more than one type of SEND.</p> <p>The majority of students on the SEND register are placed at 'SEN Support' whilst 2.4% have an Educational Health and Care Plan (EHCP). Students on SEN Support with significant need would be allocated a 'Support Plan' which is the first step towards requesting an Education and Health Care Needs assessment (EHCNA). Support Plans are reviewed three times a year.</p> <p>Children Looked After (CLA) with SEND will be given additional consideration on a case-by-case basis, monitored through the PEP process.</p>
Which staff will support my child, and what training have they had?	<p>Tutor / Head of Year / Student Support Manager Your child's Tutor and Head of Year will monitor their overall progress at the Academy and along with the Student Manager (non-teaching) will also support your child's general wellbeing. These key staff will liaise with class teachers and the SENCO where appropriate to ensure your child is supported to reach their learning potential.</p> <p>Subject Teachers Your child's teachers will ensure all students have access to 'Quality First Teaching' and that the curriculum is adapted to meet your child's needs. They will also monitor the progress of your child and identify, plan and deliver any additional help your child may require in the form of targeted work or adapted resources. The subject teacher will follow the Academy's SEND Policy and liaise with support staff and the SENCO where necessary.</p> <p>SENCO</p>

	<p>It is the responsibility of the SENCO to ensure that all members of staff working with your child are aware of their Special Educational Needs and Disabilities, alongside any reasonable adjustments that need to be made to enable your child to be included and make progress. The SENCO will support your child's teachers in providing 'Quality First Teaching' and advise them on how to best provide for your child's specific learning needs within the classroom. Working with subject teachers, the SENCO will identify when, despite high quality teaching, your child is not making sufficient progress. The SENCO will then take steps to co-ordinate extra support to help your child make better progress.</p> <p>The Deputy SENCO and the Lead Teaching Assistants for each of the four areas of SEND, support the SENCO.</p>
What percentage of students have SEND at the Academy?	<p>17.45% of the Academy from Year 7 to Year 11 have a SEND need which is in line with the national average figure of 17.3%. Of these 15.02% are placed at SEN Support and 2.43% have an EHCP.</p> <p>15.87% of the Academy from Year 7 to Year 13 have a SEND need. Of these 13.44% are placed at SEN Support and 2.43% have an EHCP.</p> <p>2023-2024 figures (1723 on roll) Year 7: 49/293 students (16.7%) Year 8: 57/297 students (19.2%) Year 9: 45/290 students (15.5%) Year 10: 46/286 students (16.1%) Year 11: 56/280 students (20.0%) Year 12: 7/141 students (5.0%) Year 13: 14/136 students (10.3%)</p> <p>The national average for students with a SEND need is 17.3% and with an EHCP is 4.3%.</p> <p>We currently have 42 students at RWBA with an EHCP.</p>
Who do I contact at the Academy for more information about SEND?	<p>Mrs S McMullin (Assistant Headteacher/SENCO) Email: smcmullin@rwba.ascendlearningtrust.org.uk Tel: 01793 841900</p>
Who do I contact at Wiltshire Council for more information?	<p>SEND at Wiltshire Council: 01225 712620</p> <p>Wiltshire Local Offer at: https://localoffer.wiltshire.gov.uk/</p>

<p>How can my child get help in school?</p>	<p>Students at RWBA will get support that is specific to their individual needs. This may be provided by the class teacher in the classroom or by other staff in the school, including Teaching Assistants, or by outside agencies e.g. the Specialist SEN Team from the Local Authority (SSENS), the Speech & Language Therapy Service or CAMHS.</p> <p>If your child has any additional needs when they start at RWBA the Transition Team will liaise with the primary schools/SENCO to find these out. If a transfer is made into the Academy mid-term our Admissions Officer, Mrs Pocock, meets with you and contacts the previous school to find out about any SEND.</p> <p>If your child is identified as having any additional needs we will plan together and have meetings at least three times a year to ensure we do our very best for them.</p> <p>Our teachers and Teaching Assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that you feel we may not support fully, please do get in touch.</p> <p>There are many services provided by Wiltshire Council signposted in their Local Offer website: https://localoffer.wiltshire.gov.uk/</p>
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General Information

<p>How will RWBA identify and assess students with Special Educational Needs?</p>	<p>Evidence is collected through assessment and monitoring by the class teacher. If this suggests the student is not making expected progress then the teachers will decide whether additional and/or different provision is necessary.</p> <p>If you are concerned, you need to discuss progress with your child's Tutor, Student Manager, Head of Year, subject teacher or contact the SENCO.</p> <p>Throughout your child's time at RWBA their progress in their curriculum subjects will be tracked formally twice a year and reading tested each year. If necessary, reading and spelling will be tested every 6 months. There will be many interim assessments within each subject area.</p>
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<p>How are parents consulted and how are they involved in their child's education?</p>	<p>The Code of Practice 2014 expects parents to be involved in discussing the provision and reviewing their child's progress three times a year. This can happen at Parents Evenings or at separate meetings led by a member of the Personalised Learning Team.</p> <p>If the Academy feel your child needs SEN Support, you will be invited to a meeting to discuss how support can be given.</p> <p>Likewise, if your child is not on the SEN Support register but you are concerned, you can make an appointment to come and speak to us.</p>
<p>How are young people consulted and involved in their education?</p>	<p>Students have a voice and are listened to. They are involved at every stage of their learning and are central in any decision making. They are asked what works and what doesn't work and what their aspirations are.</p> <p>The outcome of these meetings are recorded and an Action Plan is drawn up. All young people on our SEND register have a detailed Student Passport that is reviewed at least twice throughout the year.</p>
<p>What are the practical arrangements for assessing and reviewing the student's progress towards outcomes?</p>	<p>Student progress is monitored closely by classroom teachers, Department Heads, Heads of Year and the SENCO. Where students are not achieving as well as expected, interventions will be put in place to encourage and promote progress. These will then be monitored and evaluated. Interventions may be classroom based or in small groups, or may require an assessment or meeting with an outside agency to help teachers, students and parents/carers better understand what strategies need to be used to promote progress.</p> <p>Any meeting will focus on what is working and what is not working as well as things that are important to and for the student and family. The outcomes everyone agrees are recorded and an action plan written up to identify the appropriate action everyone will take to work towards achieving the outcomes. At the follow on meeting the progress towards these outcomes will be reviewed and if achieved, other outcomes may be agreed or there may be no further action.</p>
<p>How are students supported in their transition between the Key Stages?</p>	<p>Preparing for transfer between primary school (Key Stage 2) and RWBA (Key Stage 3) there are meetings at the primary schools where the SENCO is invited. Specific visits can also be arranged to RWBA with members of the Personalised Learning Team and Teaching Assistants also visit students in their primary school surroundings. If your child has an EHCP then the SENCO will be invited to the Transition Review in Year 5.</p> <p>Transferring between Key Stage 3 into Key Stage 4 we look at the most appropriate pathways for your child's education. In</p>

	<p>some cases, an alternative provision using courses through additional providers may be recommended. The Year 9 Options evening will give you the opportunity to investigate all the options on offer with students being guided by subject teachers, Tutors, Heads of Year, and the SENCO.</p> <p>If there is an EHCP in place, then they will also have an SEND Lead Worker assigned to them who will work with the child and family to ensure a smooth transition. Any concerns are discussed at the Annual Review meeting.</p> <p>When Transferring from Key Stage 4 into Post-16 we involve Colleges and/or Heads of Sixth Form to consider if the most appropriate course has been chosen.</p>
How are students with an SEND need taught?	<p>Every subject teacher is responsible for teaching all students to meet their needs. There is an expectation of Quality First Teaching and this is reflected in teacher Appraisals as well as in the ongoing training of teachers and Teaching Assistants.</p> <p>Students at RWBA will get support that is specific to their individual needs. This may be provided by the class teacher in the classroom or by other staff in the school, including Teaching Assistants, or by outside agencies e.g. the Specialist SEN Service (SSENS) from the Local Authority, the Speech & Language Therapy Service or CAMHS.</p> <p>The expectation is that Quality First Teaching is the first response to meeting the needs of all students and that all are entitled to a broad and balanced adapted curriculum.</p>
How are adaptations made to the curriculum and the learning environment if a student cannot cope and is clearly not making progress?	<p>Adaptations are made through differentiating the lesson and using the strategies that have been drawn up by the Personalised Learning Team. These may have been recommended from an outside agency such as Speech and Language Therapist or Educational Psychologist. Teaching assistants are trained in a variety of SEN types and are available in lessons to ensure that a student is able to fully participate in the lesson and to develop independent skills.</p> <p>Some students are withdrawn to have discreet speech and language, social skills, numeracy, dyslexia or reading interventions which may be short, medium or long term. These either take place during iLearn (morning registration) or out of identified lessons.</p> <p>If we use an external agency to assess a student, they will suggest strategies or support and the school will put these in place. Parent/carers are required to give permission for all referrals that are made.</p> <p>If a child has additional needs, we may request an application for an Education, Health and Care Needs Assessment is made that may then lead onto issuing an Education, Health and</p>

	<p>Care Plan (EHCP) or a 'Support Plan' if the statutory assessment was not agreed. These documents explain what support is needed and how it will be funded.</p> <p>Each year a 'Provision Map' is created to show what support is being put into place for each student who needs additional support.</p> <p>Regarding support for in class assessments and external examinations, if teachers can evidence that students require extra time or support in the form of reader and/or writer then this can be put in place and evidenced as their normal way of working.</p>
What is the expertise and training of staff to support pupils and young people with SEN?	<p>All staff are made aware of each student's specific needs and are given help, advice and, where appropriate, specialist training to ensure students are given the best education possible. There are regular staff Learning Forums dedicated to SEND training in the Academy.</p> <p><u>Personalised Learning Department - Staffing</u></p> <p>Mrs Sue McMullin – Assistant Headteacher, Special Educational Needs Co-ordinator (SENCO), Designated Teacher for Looked After Children and the qualified assessor for Exam Access Arrangements;</p> <p>Mrs Anne Wilson - SEND Lead for Cognition & Learning;</p> <p>Mrs Anna Marriott - SEND Lead for Communication & Interaction;</p> <p>Mrs Alison Sturla - SEND Lead for Physical Disability & Sensory Needs + SEND Lead for Exam Access Arrangements;</p> <p>TBA – SEND Lead for Social, Emotional and Mental Health.</p> <p>19 x Teaching Assistants (TAs);</p> <p>Mrs Janine Reid-Hutchings - administrative assistant to SENCO;</p> <p>Mrs Helen Roberts - SEND Governor.</p>

<p>How is the effectiveness of provision made for SEND students evaluated?</p>	<p>Student progress is measured termly through various subject assessments and evidenced formally in the form of a Progress Report twice a year. In addition, there is an annual reading assessment and at the start of Year 7, students sit Cognitive Ability Tests (CATs).</p> <p>At Annual Review meetings, Support Plan meetings and Parent Evenings, the progress towards other outcomes that have been set are discussed. These could include a specific intervention or a social skills outcome. If poor progress has been made, then the support provision could be changed if there are alternative choices available. At this point it may be that we seek advice from an external professional about a specific type of provision.</p> <p>At the end of each academic year GCSE examination results are analysed in order to determine whether changes need to be made the following year when supporting SEND students in their various subject areas at Key Stage 4.</p>
<p>How are pupils and young people enabled to engage in activities available to pupils and young people in school who do not have SEN?</p>	<p>RWBA is a fully inclusive school. All students are able to participate in all activities on offer. Some may require adjustments in terms of staffing, classrooms, furniture or technology.</p>
<p>What is the support available for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying?</p>	<p>RWBA has a strong pastoral system in place. Each year group has a Head of Year, supported by a Student Manager (non-teaching). Every student belongs to a Tutor Group and this is then part of a House Group. Where possible tutors stay with their tutor group as students' progress through the school. Teaching Assistants and a School Counsellor also offer support as appropriate.</p>
<p>How does RWBA involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?</p>	<p>Any involvement with outside agencies is made in consultation with parents and then through the online DART referral processes. Parents may be asked to discuss the concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary. Where there is an ongoing need, any outside agency would be strongly encouraged to attend any review meeting at the Academy.</p>

<p>What are the arrangements for handling complaints from parents of students with SEND about provision made at the Academy?</p>	<p>If any parent/carers are dissatisfied with any aspect of SEND provision they should first discuss this with Mrs Sue McMullin, Assistant Headteacher & SENCO by letter, email, phone or in person (Email: smcmullin@rwba.ascendlearningtrust.org.uk): Tel: 01793 841900).</p> <p>If concerns are not resolved, then the parent/carers should contact the Headteacher Mrs Anita Ellis. Beyond this, if it is felt that the Academy is still not addressing the concerns then the Governor with responsibility for SEND (Mrs Helen Roberts) should be contacted via a letter sent to the Academy. She will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted if deemed serious enough.</p>
<p>What is the additional support for learning that is available to pupils with special educational needs?</p>	<p>The type of support may include a range of these interventions which are provided by experienced staff from the Personalised Learning team. The level of support will be monitored at key times during the term especially around holiday time, tests and examinations and key transition points especially into Year 7, Year 10 and transition post-16.</p> <p>Interventions available and led by the Personalised Learning Team:</p> <ul style="list-style-type: none"> • Reading Programme: individual, group reading, 10 week reading intervention group support. • Social Skills Groups during iLearns (morning registration time) • Quiet Room (POD) for break-times and Lunchtimes (invited) • Support for extreme anxiety, e.g. meet and greet each morning; one-to-one mentoring. • Homework club Monday - Thursday 3-4pm CLC • 'Success Lounge' club - Thursdays 3.00-4.15pm in the HUB • Homework support • English support for individuals • Numeracy small group support • IDL Programme to support reading and spelling • Handwriting • ELSA groups • Screening for Dyslexia & processing difficulties • Visual Stress Testing • Speech & Language Communication Needs 1:1 withdrawal • Literacy & Numeracy interventions – small group • Anger Awareness Course • ADHD support group • Dyslexia support group • iWake – support for ADHD students • Testing for Exam Access Arrangements

<p>How are equipment and facilities secured to support pupils and young people with special educational needs?</p>	<p>Through discussion with parents, or with the student themselves if they are in RWBA Sixth Form, we will do our best to enable students to use appropriate specialist equipment. They will be encouraged to resource this themselves although we do have a small supply of equipment such as coloured overlays and handwriting pens. Larger and more specialist equipment is generally secured through the Local Authority e.g. Specialist laptop for a visually impaired student. Where it would be useful for a student to have a laptop or iPad for sole use in lessons, we would encourage they brought in their own and we have a system where this is carefully monitored.</p>
<p>What are the contact details for support services for the parents of pupils with special educational needs?</p>	<p>Some of the useful sites and contact details are listed here:</p> <p>The SEND Code of Practice 0-25 years January 2015 lists the following:</p> <p>Contact a Family: www.cafamily.orh.uk</p> <p>National Network or Parent Carer Forums: www.nnpfc.org.uk</p> <p>Pupils' Education Advisory Service: (CEAS) www.gov.uk/pupilss-education-advosiry-service</p> <p>Family Information Service www.daycaretrust.org.uk/nafis</p> <p>National Parent Partnership Network http://tinyurl.com/lASS-guidance</p> <p>Patient Advice and Liaison Service: http://tinyurl.com/PALservice</p> <p>Autism Education Trust www.autismeducationtrust.org.uk</p> <p>Bullying Guidance http://tinyurl.com/DfE-Bullying-Guidance</p> <p>Communication Trust www.thecommunicationtrust.org.uk</p> <p>Dyslexia SpLD Trust www.thedyslexia-spldtrust.org.uk</p> <p>I CAN (Pupils' communication charity) http://www.ican.org.uk</p> <p>MindEd www.minded.org.uk</p> <p>National Sensory Impairment Partnership www.natsip.prg.uk Specifically for post 16</p> <p>Disabled Pupils Allowance (DSA) http://tinyurl.com/SFE-DSA</p> <p>Others: Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council:</p>

	http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page Wiltshire Parent Partnership Services: http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership
Wiltshire Local Authority is required to publish a Local Offer. Please find the link to the website here.	The requirement for Wiltshire Local Authority providing information falls under the Pupils and Families Act 2014, the SEND Code of Practice 0-25 January 2015 and the SEND Regulations 2014. The Local Offer includes information about provision expected to be available across education, health and social care for pupils who have SEN or are disabled, including those who do not have Education, Health and Care Plans. Wiltshire Local Offer at: https://localoffer.wiltshire.gov.uk/

Specific Needs

Communication & Interaction	This incorporates speech, language and communication. It is when children need help to develop their linguistic competence, they may need help with specific sounds, becoming fluent or taking part in conversations. Sometimes children need help with vocabulary or tenses. Some need help with social relationships or situations. Children with an Autism Spectrum Difficulty (ASD) have difficulty making sense of the world in the way others do and need help learning about change and social situations at school and in their routines. We work closely with Speech & Language therapists and CAMHS to help our children with Communication and Interaction difficulties. We have a Lead Teaching Assistant with a specialism in Speech and Language who supports our students.
Cognition & Learning	Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers acquiring basic literacy and numeracy skills or in understanding concepts, even with appropriate differentiation. We will help children with Cognition and Learning needs by offering specific programmes to support their learning, more detailed differentiation or setting the curriculum in smaller steps. We work closely with the Specialist Special Educational Needs Support Service (SSENS).
Sensory & Physical Needs	There are a wide range of sensory and physical difficulties that affect children across the ability range. Many children need minor adaptations to the curriculum, their study programme or their physical environment. We link with a range of services and take advice from them in order for our students to be able to fully

	access their curriculum. We liaise closely with Mrs Tracy Evans, Advisory Teacher for Physical Disability.
Social, Emotional & Mental Health	Some children have difficulties in their emotional and social development which means they require additional and different provision in order for them to achieve. Children may have immature social skills and find it difficult to make and sustain healthy relationships. Difficulties may be displayed through the child becoming isolated or withdrawn as well as through challenging, disruptive or disturbing behaviour.
Medical Needs	If your child has any medical needs, then we will work closely with parents and the school first aider to create an individual Health Care Plan. If we know that a child has specific needs, then we can liaise with the school nurse to receive specialist training. Our teaching staff are offered First Aid training where the qualification lasts for 3 years.
Speech & Language Therapy	When a child is on the caseload of the Speech and Language Therapist, or if we notice a child has difficulty with an area of speech or sounds, we work in partnership with parents, Speech and Language Therapist and our SEND Lead for Communication and Interaction who has a Speech and Language Specialism. She will plan out regular sessions at the Academy, working with the student either in a small group or one to one. Plans are regularly reviewed, and the Speech and Language Therapist comes into the Academy to assess students and have meetings with staff and parents/carers. Strategies to support students are added to their Student Passports.
Counselling	We employ two trained counsellors at RWBA. There is generally a large waiting list, but significant cases are put to the top of the list.

Please consult the RWBA SEND Accessibility Plan 2023-2024 for further guidance