

Great Western Academy

2024-25 SEND Information Report

Great Western Academy's SEND policy underpins this report and is reviewed annually. This information report is also reviewed annually.

Useful Links	Contact details
Principal	Graham Davis gdavis@gwacademy.co.uk
Special Educational Needs and Disabilities Coordinator (SENDCO)	Sarah Wallace swallace@gwacademy.co.uk
SEND department	sendoffice@gwacademy.co.uk
Governor with responsibility for SEND	Mike Smith msmith@gwacademy.co.uk
SEND policy	SEND Policy
Contact details: Address	Great Western academy William Morris Way Tadpole Garden Village Swindon SN25 2PP
Email	Office@gwacademy.co.uk
Telephone	01793209700
Local offer (Swindon)	Swindon Local offer
Local offer (Wiltshire)	Wiltshire Local offer
Complaints procedure	Complaints policy

Information on how we identify SEND needs.

1. How does the school identify if students need extra help?

The following are the indicators we use to identify when students may need extra help:

- When concerns are raised by parents/ carers, teachers or the child.
- Limited academic progress is being made.
- There is a change in the student's emotional well-being or progress.

2. What should I do if I think my child may have special educational needs?

The SEND office is the initial point of contact for responding to parental concerns. They can be contacted at: sendoffice@gwacademy.co.uk.

3. How will evidence of potential SEND needs be gathered?

Evidence gathering will be tailored individually to each student's case, however the following procedures may be applied in the information gathering process:

- General feedback/ round robin of staff.
- Lesson observations
- School reports
- ASD/ ADHD/ Dyslexia quick checker forms (where a specific are of need is suspected)
- SEND concern form sent to staff (to provide more in depth feedback on how students are being supported in the class room)
- Evidence from outside services, such as CAMHS, Speech and language therapy or occupational therapy.

4. What will happen once this information is gathered?

There are two possible outcomes of this process, that a student is identified as having SEND needs or is identified as not having any SEND needs.

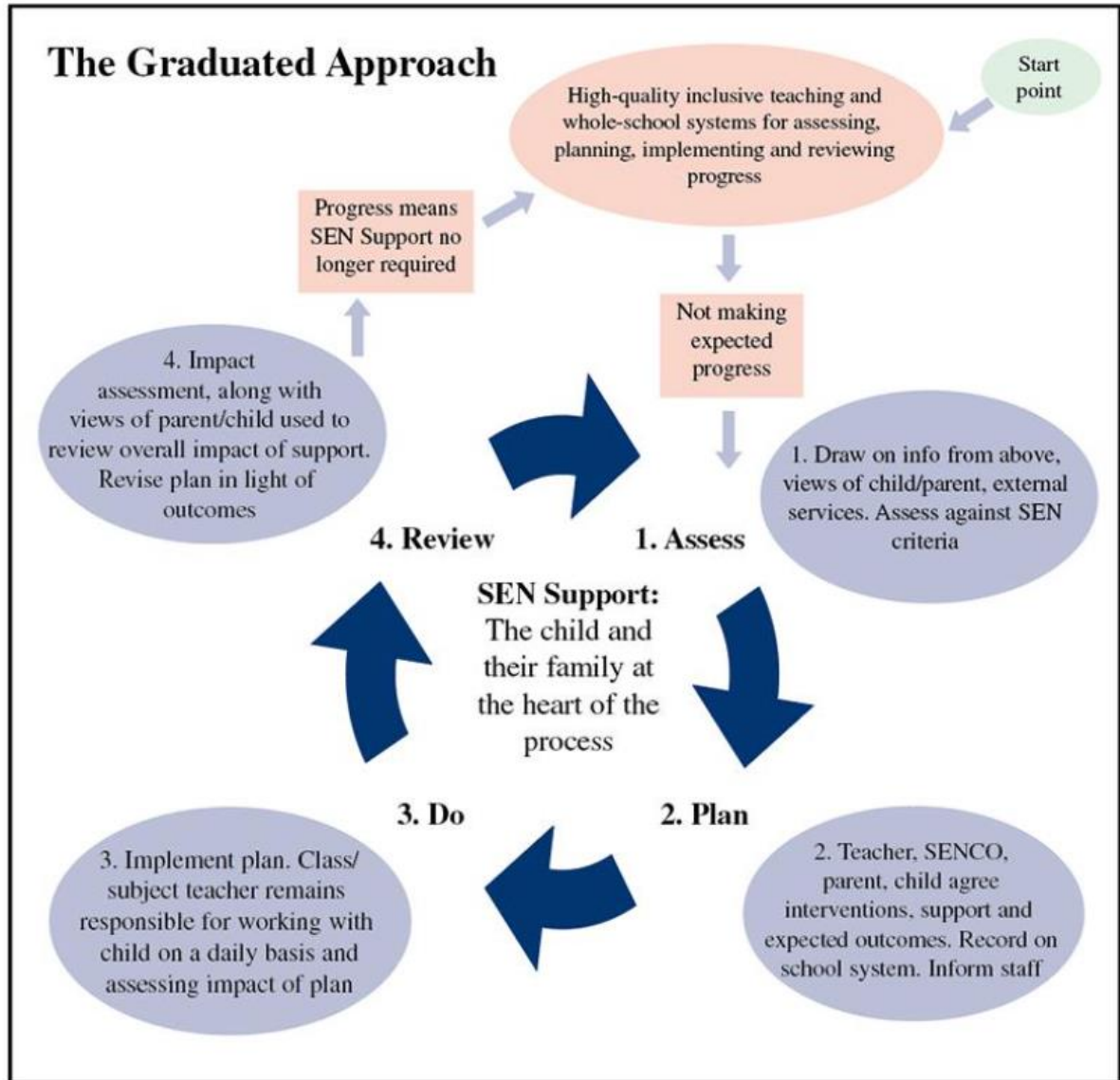
- If your child is identified as **NOT** having SEND needs: parents will be informed, and reasoning for this decision explained, students will continue to be monitored via subject teachers.
- If your child **IS** identified as having SEND needs: Parents will be informed, and reasoning for this decision explained, and advised as to what support will be put in place. Going forwards, the student will be supported in line with our graduated approach.

How are students supported through a graduated approach?

5. What is the graduated approach?

As per the code of practice, all SEND support at GWA follows a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

6. How does the graduated approach work?

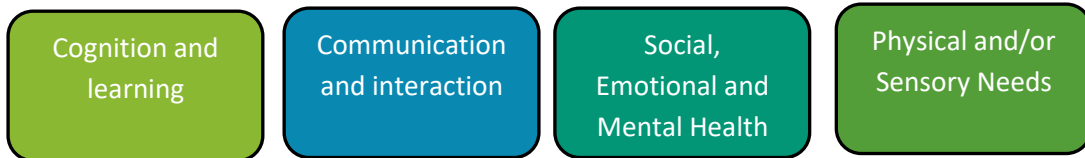


Taken from SecEd, article published 3/10/2017 'Assess, plan, do, review: The graduated approach to SEN' <https://www.sec-ed.co.uk/bestpractice/assessplan-do-reviewthe-graduatedapproach-to-sen/>

How students are supported in our hub system

7. How is support for SEND students organised?

Great Western Academy provides support for students across the four broad areas of need as laid out in the SEND Code of Practice 2015. They are as follows:



Each area is organised into its own hub made up of specialist learning mentors (teaching assistants), with an experienced hub leader co-ordinating the daily support for students in each hub.

8. How are students supported by the Cognition and Learning hub?

Students are supported by the Cognition and Learning hub both in lessons and through the following specialist interventions:

- Precision teaching
- Dyslexia screening
- Visual stress testing
- Revision skills sessions
- Reading support groups
- Phonics support groups

9. How are students supported by the Communication and Interaction hub?

Students are supported by the Communication and Interaction hub both in lessons and through the following specialist interventions:

- KS3 social skills groups
- KS4 social skills groups
- 1:1 social skills
- Retracking

10. How are students supported by the SEMH hub?

Students are supported by the SEMH hub both in lessons and through the following specialist interventions:

- KS3 Emotional literacy groups
- 1:1 Emotional Literacy sessions
- Mindfulness/ meditation sessions for exams.

11. How are students supported with physical and sensory needs?

Students with Physical and sensory needs do not currently have their own hub, as we do not have the number of students needed to justify organising support in this way, instead students with physical and sensory needs are organised into the hub of best fit, based on their secondary need.

Students with physical and sensory needs are still supported by the team, and we have regular contact with the following services:

- *the hearing/ visual impairment team*
- *occupational therapy team*
- *the advisory service for students with physical disabilities and complex health needs.*

Students have also benefited from:

- *Installation of specialist IT programmes on laptops, e.g. programmes to enlarge documents.*
- *Touch typing courses to support laptop use in lessons.*
- *Use of the school lift.*
- *Early leave passes to avoid congested corridors.*
- *Collapsed enrichment times.*
- *Classrooms labelled with easily identifiable stickers.*
- *The installation of sound fields in regularly used classrooms.*
- *Use and storage of a radio aid.*

How students are supported in the wider school

12. How will the wider school support my child?

- *Specific student support is coordinated through the use of Challenge and Support Plans (CSPs), which are used to inform staff of strategies and key information about particular students.*
- *Where a student has a specific diagnosis, specific challenge and support plans are in place to ensure that teaching staff are aware of best practice in supporting these students. We currently operate group challenge and support plans for the following: ADHD, Dyslexia and SEMH.*
- *Where a student needs more bespoke tailored support, such as a student with an EHCP, an individual challenge and support plan is put in place, you can see an example plan [here](#).*
- *All teachers receive training on CSPs at the start of each school year, as well as printed copies of the plans themselves.*

- All teaching staff receive regular training to ensure that best practices are in place and that the priority is **quality first teaching** for all
- Regular lesson observations also take place to support both students and teachers in the classroom.

13. How will I know how my child is being supported?

- Each student's learning will be planned by the teaching staff involved in your child's education and tailored to suit their individual needs. This may include more targeted support both inside and outside the classroom.
- If a student has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and reading skills, etc. then that student may be placed in a small focus group. The length of time of the intervention will vary according to need and monitored regularly. If you have any questions related to the interventions, please do not hesitate to contact your child's tutor or the SEND office.
- As parents / carers, you will have regular opportunities to discuss your child's progress within school. This may include planning extra intervention or provision for your child to help them succeed in school.
- In some cases, a referral may be made to seek further advice from an external agency, where such a referral is made, you will be contacted beforehand and your consent sought. Any advice received from these agencies will be shared with both parents and teaching staff involved in the student's education to ensure advice is acted on in a timely manner.
- The Governors of Great Western Academy are responsible for entrusting a named Governor who will monitor the SEND provision and use of funding in the school. The Governors ensure that the school is as inclusive as possible and treat all children and staff in an equitable way. They monitor and review the information report; all other statutory policies and provision as defined by the Department for Education.

14. How will the curriculum be adapted to meet my child's needs?

- All work within the classroom is tailored to individual children's needs by the class teacher to best enable children to access to a broad and balanced curriculum. All staff are aware that the best support starts with **quality first teaching**.
- Learning mentors may be allocated to work with a child in a 1-to-1 or small focus group to target more specific needs however much of the support is shared within the classroom and aims to build independence and resilience within our SEND learners.

- *If appropriate, specialist equipment may be given to students e.g. overlays, pen / pencil grips or easy-to-use scissors.*
- *In Key Stage 4 (GCSE) students may be invited to choose our ADAN personal development course as one of their option choices. This is a course specifically designed for students with SEND and supports them to access the wider community independently.*
- *Additionally, students will be supported to take part in our school's Duke of Edinburgh programme by the SEND team.*

How will GWA work with parents?

15. How will I know how my child is doing?

- *You will be kept regularly informed about your child's progress through the school's assessment and reporting systems.*
- *If your child has an EHCP, this will be reviewed at a formal annual meeting.*
- *You will also be able to discuss your child's progress at parents' evenings and tutor evenings.*
- *Appointments can be made to speak, in more detail, with members of staff if you require.*

16. How will you help me to support my child's learning?

- *Staff may suggest ways of how you can support your child.*
- *The Class Teacher, SENDCO or pastoral team may meet with you to discuss how to support your child and may suggest strategies to use.*
- *If outside agencies or the educational psychologist have been involved, support and strategies may be provided and could be used at home.*
- *This home-school partnership is an essential, two-way process.*

17. What support will there be for my child's overall well-being?

- *The school offers a wide variety of pastoral support for children who are encountering social/emotional difficulties:*
- *Members of staff are readily available for children who wish to discuss issues and concerns.*
- *Additional support may be provided for children who find social times challenging- such as a quiet space in our nurture provision.*

How does GWA support students with medical needs?

18. Children with medical needs:

- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Please refer to the school's administering medicines policy [available in school].
- Identified staff have first aid training.
- Children with additional medical needs are identified on Bromcom, so that all teachers are aware.
- Where necessary, Students may have a risk assessment put in place.
- Where necessary, Students may have individual care plans drawn up by medical professionals.
- A copy of our medical needs policy is available on request from the school office: Office@gwacademy.co.uk.

How does GWA support students during transition years?

- All children have opportunities to attend a transition day in order to familiarise them with the school.
- Discussions between the previous settings happen prior to the child joining.
- We meet with all primaries before transition starts to ensure that useful information is passed on to the relevant staff.
- Similarly, for students leaving us, we arrange for meeting with their new settings and share any relevant information.
- Additional visits are also arranged for children who need extra time in their new school. E.g. extra tours can be arranged.
- Extra transition afternoons are organised by both the SEND and pastoral teams for students who may need more time to get acclimatised.
- Where a child may have more specialist needs, sperate meeting may be arranged with the relevant staff from both settings, and or parents or 3rd party services.

Who can I contact for further information?

If you have further questions and concerns regarding SEND, please contact the SEND team via sendoffice@gwacademy.co.uk

We hope these have answered any queries you may have, but do not hesitate to get in touch if you have further questions.

This SEND report is reviewed annually by the SENDco. We appreciate any feedback parents may want to give regarding the content that they would find useful in this report as it is important that it remains useful. Parents have the opportunity to respond through discussion with the SENDco.