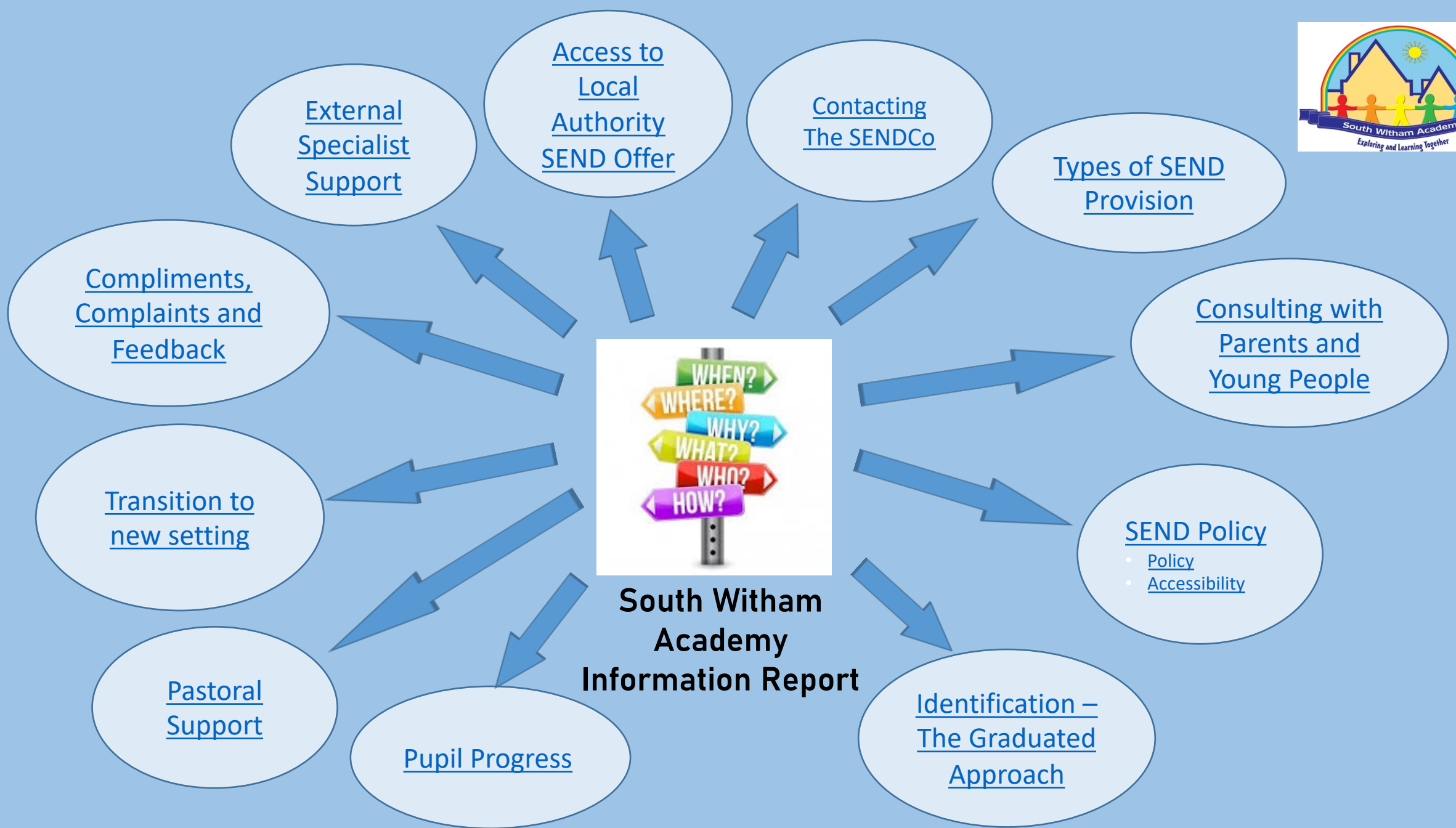


South Witham SEND Information Report



Welcome to our **SEND Information Report**. At South Witham Academy, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).





Contacting the SENDCO

If you require support with:

- Signposting and supporting parents if their child has any additional needs.
- Suggesting ways to support your child at home.
- Making referrals to outside agencies. Schools follow a graduated response to need, as per the Special Needs and Disability Code of Practice.
- Leading multi-agency meetings to make sure your child's needs are met in school.
- Providing support on family needs and suggest who can help.

Our SENDCO is Miss Karen Hosmer. Miss Hosmer is out of class on a Tuesday and Wednesday afternoon and a Thursday morning as part of her SENDCO role. This is a good time for her to meet with parents and carers of children with SEND, although she can be available at other times too. If you would like make an appointment with Miss Hosmer, please the school office on 01572 767233 or email SENSW@brookehillacademytrust.education to arrange this.



Access to the Local Authority SEND Offer

The Local offer is a central website that has all the relevant and up to date information regarding available services for families in our local area. Please take a minute to look through and discover the range of services available to you and your family.

Search Lincolnshire Family Services Directory and Local Offer here:



Types of SEND Provision (including but not limited to):

Communication and Interaction

- Autism Spectrum Conditions
- ADHD
- Speech and Language Difficulties



Cognition and Learning

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties



Social, Emotional and Mental Difficulties

- Autism Spectrum Conditions
- Emotional literacy



Sensory and/or Physical Needs

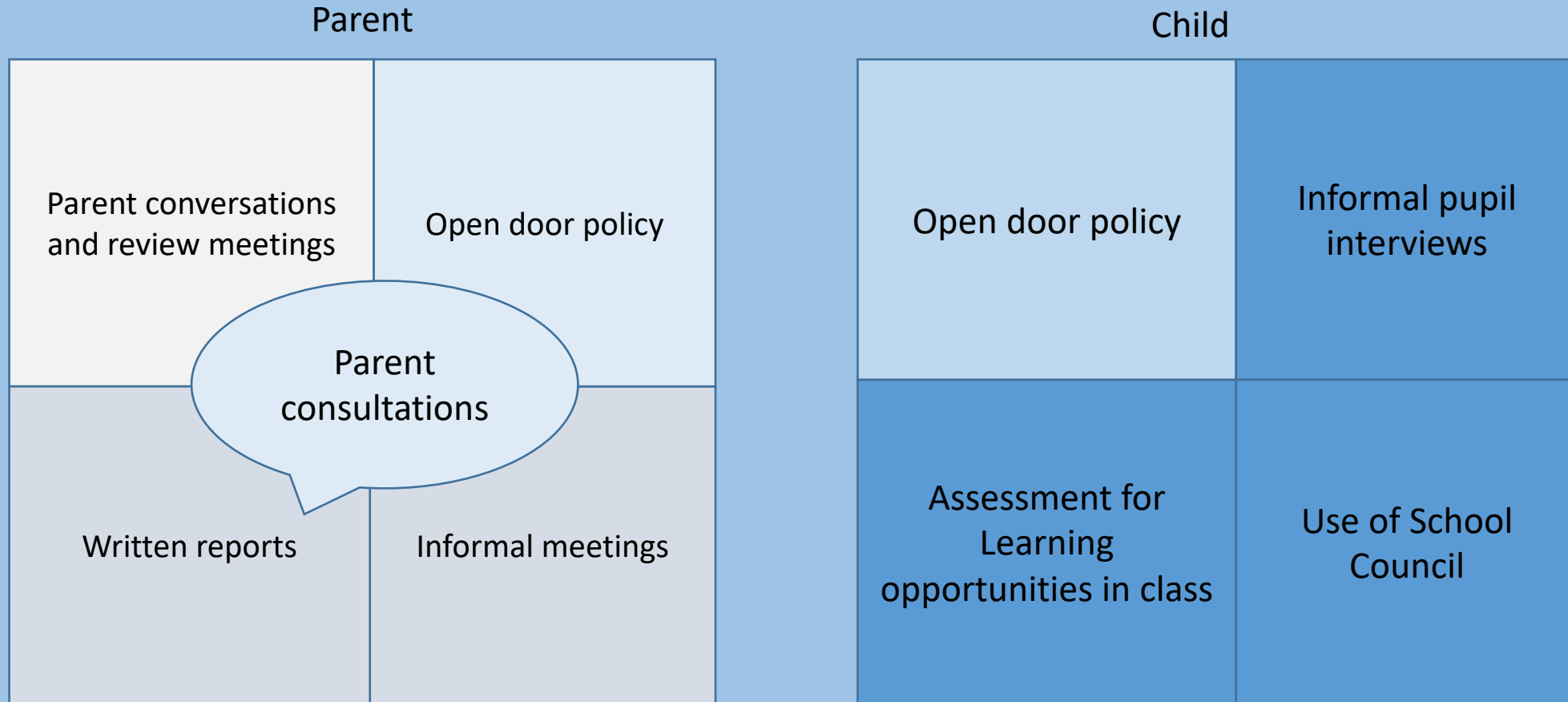
- Vision/ hearing impairment
- Motor skills difficulties





Consulting with Parents and Young People

We will ensure that when we discuss any additional needs this will include you, as the parents/guardians.



SEND Policy and Accessibility



We adapt our curriculum and the learning environment of children and young people with SEND by :

- SEND Policy – <https://primarysite-prod-sorted.s3.amazonaws.com/south-witham-academy/UploadedDocument/b253be81dd704fbba9a8385f9914e6e3/send-policy-2018.pdf>
- Accessibility Plan - : <https://primarysite-prod-sorted.s3.amazonaws.com/brooke-hill-academy-trust-limited/UploadedDocument/59ed87adb9484d01a37a287b92668dcb/accessibility-policy.pdf>





Identification – The Graduated Approach

The identification of SEND for children takes place through the Graduated Approach. This cycle is recorded on a Provision Map, this is a cycle consisting of 4 areas;

- **Assess** - the child's needs are assessed. This can take place during scheduled pupil progress meetings, termly assessments or ongoing observations from staff or parents. If a difficulty is identified, this information is recorded on a provision map.
- **Plan** – using the assessment information, we plan provision to help support the child's needs and set realistic targets. These are recorded on a Provision Map.
- **Do** – the provision is put in place for at least one small term. Evidence of this is recorded and referred to on Provision Maps.
- **Review** – the provision is reviewed continuously in school by the staff members involved and adapted slightly where necessary. Three formal reviews take place each year, this involves parents and is an opportunity to look at what has worked and what hasn't. There is an expectation that any provision that has not been effective will be modified for the next Graduated Approach cycle.

In most cases, we will use the graduated approach for at least one cycle before establishing whether a child has a SEND. There are some cases where a child has an underlying need that has an impact on their school life or where a child joins us from another setting with an identified SEND.



- There are Teaching Assistants working across the school providing extension and support for all pupils. Where appropriate, additional time is given to those pupils who have special education needs.
- When a child is identified as having an area of need, the staff will develop a Provision Map, which sets personalised targets aimed at providing support for the child's needs and strategies to support them. If, despite focused intervention, no progress is made towards their target, a child will be identified on the SEND register as SEN(S).
- If there is still no progress, a child may be referred to an outside agency for further assessment. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.
- Once these assessments are conducted and acted upon, if there a child still requires significant support, staff or parents can apply for an EHCP (Education Health and Care Plan). If the child has an EHCP they will be identified on the SEND register and will have relevant support depending on the plan.
- Having a diagnosis (e.g., ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

Although the school can help to identify special educational needs, and make provision to meet those needs,
we cannot diagnose.



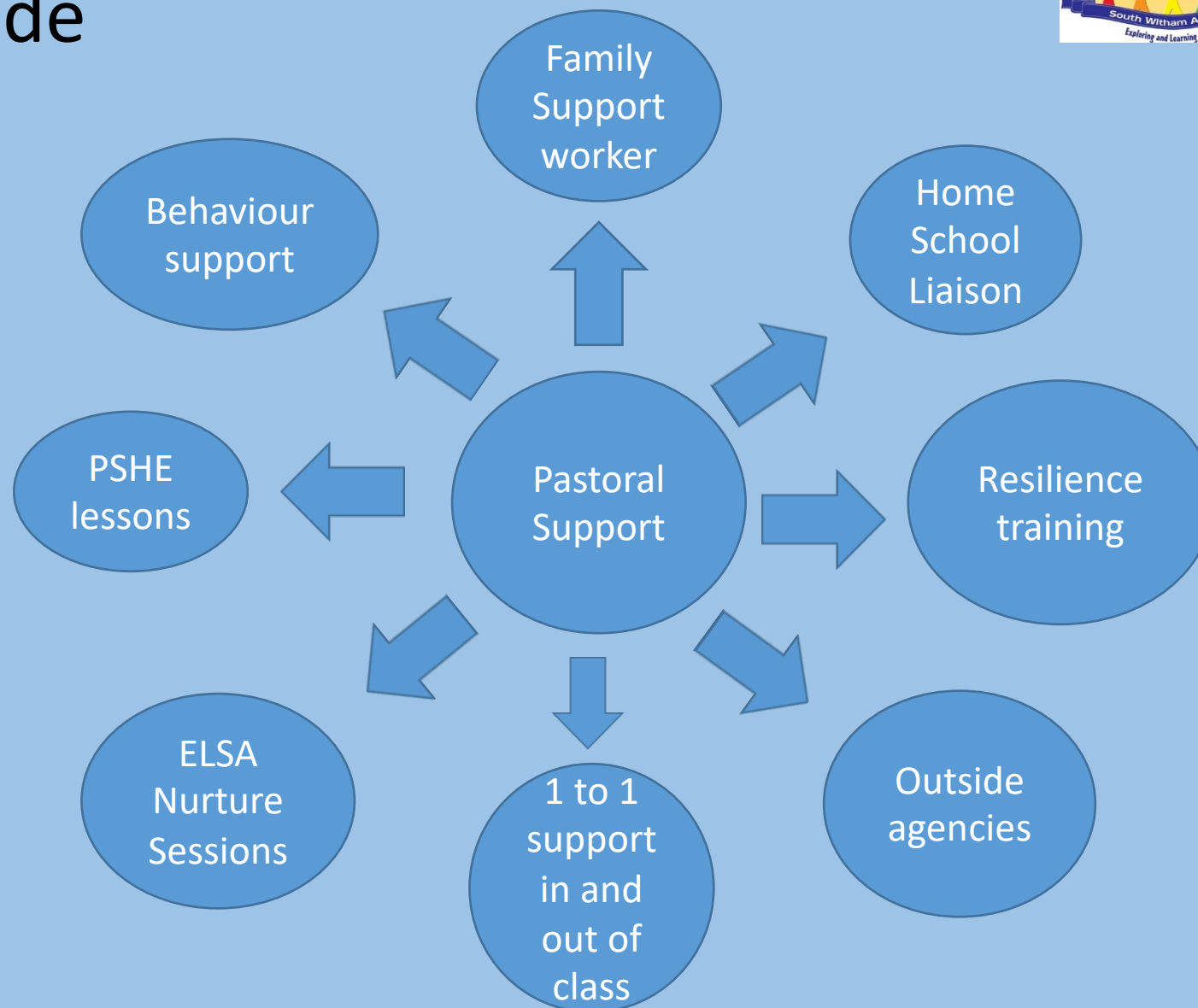
Pupil Assessment





How does School provide Pastoral Support?

ELSA trained support workers to help develop children's emotional literacy.



Transition to a New Setting



Arrangements are made for your child to make extra visits to the school, if deemed appropriate.

SENDCo contacts the next school/previous school to discuss particular needs and support the child has received.



Information gathering from all professionals involved with the child and collating it to develop a plan.

Transition meetings with the parents and if appropriate, with any other agencies working with the child.



External Specialist Support



To help support the needs of the children, the following outside agencies may be called upon to inform provision:

- School Nurse
- Speech and Language therapists
- Educational Psychologist (EP)
- Occupational Therapists
- Pastoral Support Programme, Lincolnshire County Council
- Behaviour Outreach Services, Lincolnshire County Council
- Local Authority SEND teams

In addition, parents may need to speak to their G.Ps to access services such as:

- Community Paediatrician
- Child and Adolescent Mental Health Service (CAMHS)





Compliments, Complaints & Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEN Information Report. If you would like to compliment or comment please contact the Head of School or SENDCO through SENSW@brookehillacademytrust.education .

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the information report, please contact the Head of School, Mrs Sharon Milner through SLT@brookehillacademytrust.education or the Chair of Governors (with responsibility for SEND and Safeguarding) – Mrs Sarah Bunker, sarah.bunker@brookehillacademytrust.education.