



SEND & Disability/ Inclusion and Access Policy

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SEND & Disability Policy

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1. Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory Academy age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. **SEND Code of Practice (2015, p16).**

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more and ‘substantial’ is defined as ‘more than minor or trivial’. **SEND Code of Practice (2015, p16).**

2. The Kinds of Special Educational Need for which provision is made at the Academy

At Wilmington Academy we make provision to support students with frequently occurring educational needs without an Education, Health and Care Plan, for example dyslexia, dyspraxia, speech and language needs, ASD, learning difficulties, behaviour difficulties and social and emotional difficulties, visual and hearing impairments. The Academy will seek advice and training in order to meet the needs of students with special educational needs.

The Academy also currently supports students with an Education, Health and Care Plan with the following special educational needs:

- Speech and Language and Communication
- Visual Impairment

- Specific Learning Difficulties
- Autistic Spectrum Disorder
- Physical Difficulty
- Social, Emotional and Mental Health needs

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Decisions on the admission of students with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

3. Information Regarding the Policy for Identification and Assessment of Students with SEND

A graduated response:

At Wilmington Academy we monitor the progress of all students throughout the year and provide feedback to parents to review their academic progress. We also use a range of assessments with all the students at various points – for example:

- Accelerated Reader Star Reading Test for Years 7 and 8 – December, April and July.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place additional strategies and support to enable the student to catch up. Examples of additional support are:

- Nesy Programme
- Bespoke literacy support
- Numeracy support
- ELSA
- Social Communication support
- Bespoke ASD support
- Fine motor skills support
- Sensory support
- Touch typing support
- In class Teaching Assistant support - allocated to EHCP students
- Rosetta Stone language programme

Students who continue to make inadequate progress despite high quality teaching, targeting their areas of weakness are identified for further assessment. The following assessments are used at Wilmington Academy:

- Dyslexia Screening
- Visual Stress Screening and resources

We have access to external advisors in the form of an Educational Psychologist employed by Wilmington Academy. In liaison with parents/carers they can provide advice, assess and support the Academy in meeting the needs of these students.

At this point we will have identified that the student has a special educational need because the Academy is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

There will be no change in, or identification of, SEND without prior discussions with parents or carers. We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be applied.

4. Inclusion in the IB

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. (Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes, 2010:3)

As an IB Middle Years Programme and IBCP school we recognise and respect that our students come from a variety of backgrounds, cultures and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspire teachers and students to be caring and open minded. We recognise that our students come from a variety of backgrounds and will exhibit a range of learning profiles supported by the IB's approaches to teaching and learning. Varied teaching strategies are utilised to differentiate so that all students have equal access to the curriculum.

The following practices require us to demonstrate our support for a diversity of learning. **A9**

The school supports access for students to the IB programme(s) and philosophy.

The MYP is the only curriculum offered in years 7, 8 and 9. The principles of the IB are delivered throughout all year groups in various formats. Post 16 have the option of studying the IB Career Related Programme.

B1:5 The school develops and implements policies and procedures that support the programmes.

This is evident via staff training and development where the policies and procedures are made transparent and explicit to all.

B2:8 The school provides support for its students with learning and/or special educational needs and support for their teachers.

An example of this can be seen via the Quality First Teaching strategy that the school 6

follows. Numerous interventions are available if required, as well as teaching assistant support where needed. The needs of our students are communicated regularly to staff via various methods. Regular training and development and the sharing of resources are part of the SENDD ethos and daily practice.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

An example of this can be seen during inset days, where teaching staff work closely with the SEND team to ensure that lessons are inclusive to all and that strategies for differentiation are utilised effectively.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

An example of this can be seen in lesson planning and regular lesson observations. This in turn enables our students to progress and experience a positive learning environment.

5. The Academy's Policy for Making Provision for Students with Special Educational Needs (whether or not they have EHC Plans)

a) How the Academy Evaluates the Effectiveness of Provision

Each review of the SEND personalised plan will be completed using the views of the students, parents and class/subject teachers. The assessment information from teachers will show whether adequate progress is being made.

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, to evaluate the effectiveness of the special provision.

*(*See Appendix A)*

b) The Academy's Arrangements for Assessing and Reviewing the Progress of Students with Special Educational Needs

Every student in the Academy has their progress tracked throughout the year. The assessments we use at Wilmington Academy are listed in Section 4. This provides evidence of the students' progress, if these assessments do not show adequate progress is being made, the SEND personalised plan will be reviewed and adjusted. Students on the SEND register have review meetings three times a year with a member of the SEND team and parents/carers.

c) The Academy's Approach to teaching students with Special Educational Needs

Quality First Teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational

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provision that is additional or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. ***SEND Code of Practice (2015, 1.24).***

We follow Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the Academy employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one or small group tutoring/precision teaching/mentoring, small group booster teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the Academy as 'notional SEND funding'.

d) How the Academy Adapts the Curriculum and Learning Environment for Students with Special Educational Needs

At Wilmington Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in the Education, Health and Care Plans.

Wilmington Academy moved into a further new building in September 2020 and the building meets all standards. It has accessibility toilets on each floor and lift access to all floors. Designated evacuation exits are available and staff have suitable training regarding the use of the evacuation chair across the academy. The Neptune building has a lift to access the upper floor. The site complies with DDA regulations.

e) Additional Support for Learning Available to Students with Special Educational Needs

As part of our budget we receive 'notional SEND funding'. This funding is issued to ensure that the quality of teaching is good in the Academy and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. Amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our Local Offer Provision Map. In very few cases a very high level of resource is required. The funding arrangements require Academies to provide up to £6000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the Academy.

*(*See Appendix B)*

f) How does the Academy enable students with Special Educational Needs to engage in Clubs, Trips and Activities

All clubs, trips and co-curricular activities are offered to all students at Wilmington Academy including students with special educational needs, either with or without an Education, Health and Care Plan. Where it is necessary, the Academy will use the resources available to it to provide additional adult support to enable the safe participation of the students in the activity.

g) Support that is Available for Improving the Emotional and Social Development of Students with Special Educational Needs

At Wilmington Academy we understand that an important feature of the Academy is to enable all students to develop emotional resilience and social skills, both through direct teaching, for instance:

- Relationship, Sex and Health Education Curriculum is delivered through the tutorial programme, assemblies and in Key Stage 3 through Morals and Ethics lessons. ●
- MYP Interdisciplinary days
- PSHE Action Days
- Wilmington Academy has Healthy Academy's status and is working towards Enhanced Healthy Academy's Status
- Wellbeing Manager
- Wilmington Academy has received the Wellbeing Award
- Vertical tutor grouping in Key Stage 3 enhances the nurturing, supportive ethos throughout the Academy
- Post 16 Mentors

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We also provide daily support from two Student Services Managers in each college –

- Minerva: Mrs.V Couldridge and Mrs.S Duff
- Apollo: Mrs R Keenan and Mr P Marshall
- Jupiter: Ms M McLean and Ms Pepper-Newlan

The Students Services Managers have received extensive training and experience in the support of ASD, ADHD, positive behaviour management, self-harming, mediation, grief and loss, emotional literacy and social skills development, dyslexia, speech and language, attachment disorder and liaise closely with the SEND team and parent/carers. College teams and the SENDCo meet modularly to maintain consistent, inclusive practices across the Academy.

The Academy has access to:

- 5 ELSA Teaching Assistants (Emotional Literacy Support Assistant).
- 2 Social Communication Teaching Assistants.
- Advice from the Leigh Academies Trust Inclusive Team.

Students in the early stages of emotional and social development, because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by a student who does not need this support.

h) Safeguarding and Child Protection

As a school we are aware that sometimes SEND and disabilities are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking

distressed or their behaviour or demeanor is different from the past, staff need to consider that being a sign of the potential for abuse, not simply as part of their disability or SEND need.

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

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Students with SEND and disabilities have a greater availability of mentoring and support if and when needed. Each year group of SEND Support students is overseen by a Teaching Assistant which facilitates the communication between student, school and also parent/careers. We offer Emotional Literacy Support to students that may need it and mentoring sessions to some of our more vulnerable students.

For more information regarding Safeguarding and Child Protection please refer to the school's Safeguarding and Child Protection Policy.

6. The Name and Contact Details of the SEND Coordinator

The SENDCo at Wilmington Academy is Miss Lauren Jai. She has completed the National Award for SEND Coordination.

Lauren Jai can be contacted via email at ruth.jones@wilmingtonacademy.org.uk or 01322 272111.

The Specialist Resource Provision (SRP) is led by Ms Lauren Jai who is a qualified teacher and is completing the National Award for SEND Coordination. She leads a team of specialists in ASD to deliver bespoke provision to students who access the SRP for additional support.

The SEND Department reports to the Governors at board meetings.

7. Expertise and Training of Staff – In Relation to Children with Special Educational Needs (how specialist expertise will be secured)

All teachers and Teaching Assistants have had the following awareness training:

- Autistic Spectrum Disorders.
- Meeting the needs of dyslexic students via Quality First Teaching
- Positive behaviour management.
- Access arrangements.
- Retention strategies to support short term memory.
- ADHD.
- Social, Emotional and Mental Health difficulties

All Academy staff receive on-going advice and strategies to support the following learning needs:

- Dyslexia
- Dyscalculia
- Visual impairment
- Hearing impairment,
- Autistic Spectrum Disorder and associated disorders
- Social, Emotional and Mental Health Difficulties,
- Dyspraxia,
- Global learning difficulties,
- ADHD
- ODD

- Expressive, receptive and pragmatic speech and language.

In addition the following staff have received the following enhanced and specialist training:

Mrs R Jones, SENCo - NASENCo Award from Greenwich University. Experienced educator who has worked within a variety of settings in many key roles, including pastoral and curriculum and whole school leadership and achieved certification as an Advanced Skills Teacher

Ms L Jai, SENCo/Iris Centre Coordinator; BA Hons in History; Postgraduate Certificate in Education; Member: Chartered College of Teachers; National Professional Qualification in Leading Behaviour and Culture; National Award for Special Educational Needs Coordination (SENCo); Places2Be Talented Teachers Programme Graduate; Holocaust Education Trust: Yad Vashem Graduate; Places2Be Mental Health Champion Award; Google Educator Level Two; Adobe Creative Educator Award; Emotional Literacy Support Assistant training; multiple CPD opportunities around supporting Literacy and Neurodiversity within the classroom.

Mrs S Jones, Higher Level Teaching Assistant (Level 4),(APAAC) Award of Proficiency in Access Arrangement coordination. Refresher in AA for General Qualifications, Autism Awareness for Educators Level 3, ASD level 3, ELSA, Visual Stress screener, Foundation Level Dyslexia, External Specialist teachers coordinator, Introduction to Teaching English as

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a second Language, Rosetta Stone Programme, Learning Pathways for students with ADHD Freshstart, Nessy, Rosetta Stone Language programme, Accelerated Reader, Lexia Learning, Better Reading Partnership, Independence in learning -supporting Pupils with SEND, Google Educator Level 1

Ms C Farrell, Foundation Level Dyslexia, Lexia Learning, Accelerated Reader, Better Reading Partnership, Google Educator Level 1.

Ms K Deadman, Foundation Level Dyslexia, Autistic Spectrum Disorder (Stage 2), Lexia Learning, Accelerated Reader, Better Reading Partnership, Teaching Assistant level 2, Lexicology, Catch Up Numeracy, First Aid at Work, Mental Health Champion, Level 5 SEN Teaching Diploma, National College Certificate in Equality, Diversity and Inclusion, National College Certificate in Manual Handling, Google Educator Level 1, Adobe Creative Educator Level 1, Seneca Certified Educator, Awareness for Type 1 Diabetes in School and Other Settings - Basic and Advanced Level, Google Educator Level 1

Mrs.E.Dyer, BA Open (Open), First Aid at Work, Lexicology, ELSA, Fresh Start, Certificate in Autism Awareness for Educators Level 3, Level 3 NVQ in Supporting Teaching & Learning in Schools, Level 2 NVQ in Supporting Teaching & Learning in Schools, Level 2 Certificate for Teaching Assistants, NEU Certificate in Spelling made easy, NEU Certificate in Supporting learners with English as an additional language, NEU Certificate in Growth mindset for Maths, NEU Certificate in ADHD & Dyscalculia, National College Certificate Understanding

the OFSTED EIT, National College Certificate in Manual Handling, National College Certificate in Understanding Sexual Violence and Sexual Harrassment, National College Certificate and evidence based approach to supporting and teaching pupils with autism (secondary), National College Certificate in Equality, diversity and inclusion. Google Educator Level 1

Mrs M Goodwin, ELSA, Comic strips, social stories, literacy interventions.Lexicology, SEND Diploma, TA Diploma, Fresh Start, ATL Certificate in Dyslexia & Dyscalculia, Independence in Learning Supporting Pupils with SEND, Dyslexia Screening, Visual Stress Screening, Nesy, Mental health Champion,ADHD & Dyscalculia, Google educator level 1.

Mrs L Higgins, Comic strips, social stories, literacy interventions.Lexicology, SEND Diploma, TA Diploma, ATL Certificate in Dyslexia & Dyscalculia, Independence in Learning Supporting Pupils with SEND,Catch up Numeracy, Invigilation training, Cognitive Behavioural Therapy online Diploma, NEU Certificate in Spelling made easy, NEU Certificate in Supporting learners with English as an additional language, NEU Certificate in Growth mindset for Maths, Mental Health Champions foundation, Walking in their shoes, Mental Health and Young People, Google Educator level 1 & 2, Adobe Creative Educator level 1, Book Creator level 1.

Ms J Cunningham, Toe by Toe, Literacy interventions, Social stories, comic strips, Numeracy interventions.BA Hons in Community and Informal Education, National Certificate in Business Studies, LadyBird course - surround behavioural issues in ASD, TEAM teach, BSC Training and development limited - Invigilation training, Lexicology, SEND Diploma, TA Diploma, Independence in Learning Supporting Pupils with SEND, Cognitive Behavioural

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Therapy online Diploma, Google Educator Level 1.

Mrs D Glander, Level 2 Diploma In Supporting Teaching & Learning in Schools, Level 3 Diploma in Supporting Teaching & Learning in Schools,Cognitive Behavioral Therapy Diploma,Mental Well-being in Children and Young People Certificate, Autism Awareness Certificate, ADHD Diploma, Promoting Positive Behavior Certificate, SEND Diploma level 2, 3 & 4, Fresh Start , Walking in their shoes, Google Educator Level 1.

Miss L Letchford, Certificate in SEND code of practise, A webinar for Teaching Assistants, An evidence based approach to supporting and teaching pupils with Autism, Certificate in data protection and GDPR for staff, Building positive relationships to manage the behaviour of pupils with SEND, Level 2 Teaching assistant, How to enhance your pupils mental health and wellbeing, certificate in understanding honour-based abuse,adapting your remote education provision for children with SEND, Teaching and supporting pupils with dyslexia, understanding and managing behavior of pupils with SEND, a practical guide to scaffolding to support disadvantaged pupil, identifying and supporting children with hidden SEND, Google Educator Level 1.

Ms C Swart, NCFE CACHE Level 3 Award in Supporting Teaching and Learning course through DeMontfort College, Child Day Care Diploma through Intec College, Preventing Radicalisation, Safeguarding Children in our Academies, A Certificate in Health and Safety in

Schools through the National Online Safety, A Practical guide to Scaffolding to Support Disadvantaged Pupil/Secondary, An Evidence -Based approach to Supporting and Teaching Pupils with Autism/Secondary, Certificate in Equality, Diversity and Inclusion, Certificate in SEND Code of Practice, Certificate in Understanding Mental Health, Certificate in Understanding Sexual Violence and Sexual Harassment, Supporting Pupils with ASD through Effective Use of Technology, Words First- Supporting Speech, Language and Communication Needs in the Classroom, Google Educator Level 1.

Mr R Willington, QTS, FRIENDS Resilience, Postgraduate Award for the Proficiency in Assessment for Access Arrangements

Miss K Gunner, Understanding behavior that challenges level 2. understanding children and young people's mental health level 2. Equality and Diversity NCFE Level 2 in level 2. The Impact of Online Behavior on Mental Health Wellbeing. Certificate in Drug and Alcohol Misuse Awareness for Educators. Certificate in Understanding Bullying and Harassment for Educators. Certificate in Understanding Child Criminal and Sexual Exploitation 2021-22. Certificate in Understanding Honor-Based Abuse. Cyber bullying and Pupils with SEND: Prevention and Early Intervention to Help Children Thrive Online|Secondary. Influencers: Understanding Influence Culture and its Impact on Children and Young People. Online-racism-completion-certificate. Screen Addiction: Assessing the Impact and How to Develop Healthy Habits|Secondary.

Where a training need is identified beyond this, we will find a provider who is able to deliver the necessary support. Training providers we can approach are: Milestone Academy, Leigh Academy Trust educational psychologist's, Specialist Teacher Services via the Local Inclusion

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Team Forum. The cost of training is covered by the notional SEND funding.

All staff have completed bespoke ASD training, and are using the Universal Design for Learning (UDL) approach to planning and delivering the curriculum in all subjects.

8. Equipment and Facilities to Support Children with Special Educational Needs

Where external advisors recommend the use of equipment or facilities which the Academy does not have, we will purchase resources using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the Academy will seek the advice of the KCC Communication and Assistive Technology team.

9. The Arrangements for Consulting Parents of Children with Special Educational Needs

All parents/carers of students at Wilmington Academy are invited to discuss the progress of

their children at least three times a year, and receive written reports at least twice a year. SEND Review Days will take place in November, March and July, in addition to student/parent/staff Consultation Evenings and we are happy to arrange meetings outside these times to accommodate work commitments of parents/carers. As part of our normal teaching arrangements, all students will access some additional teaching, to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provisions will be recorded, tracked and evaluated on a Provision Map which will be shared with parents/carers.

If following this normal provision, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs and the parents will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to any assessment, planning and reviewing.

In addition to this, parents/carers of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which wherever possible will also include other agencies involved with the student.

10. The Arrangements for Consulting Children with Special Educational Needs

Students who have been identified with a special educational need will take a key role in the planning and reviewing of their personalised plan.

11. Treatment of Complaints from Parents of Students with Special Educational Needs: Referral to the Governing Body

The normal arrangements for the treatment of complaints at Wilmington Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with either the class teacher, form tutor, Student Services Manager, SENDCo, Assistant Principal, Vice Principal or Principal, to resolve an issue before formally making a complaint to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a

disagreement resolution service or mediation service can be contacted. If the complaint remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances usually for children with an Education Health Care Plan, where there is a statutory right from parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the Academy.

12. The Leigh Trust Board of Governors

The Leigh Trust Board of Governors involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of students with special educational needs and in supporting the families of such students.

The Leigh Trust Board of Governors has engaged with the following bodies:

- Free membership of LIFT (Local Inclusion Forum Team) for access to specialist teaching and learning service.
- Speech and Language Therapy
- Educational Psychology
- Access to Local Authority service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for students with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team.
- Membership of professional networks for SENDCo – SENDCo Forum, Leigh Academies Trust SENDCos and NASEND (National Association for Special Educational Needs).

13. Support Services for the Parents of Students with Special Educational Needs

Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents with children and young people with special educational needs or disabilities up to the age of 25.

They empower parents to play an active and informed role in their child's education and provide impartial legally based information and support on educational matters. They can be contacted on:

Helpline: 03000 41 3000 (Monday – Friday 9.00 am to 5.00 pm)

Telephone: 03000 412 412

E-mail: iask@kent.gov.uk

Website: <http://www.kent.gov.uk/iask>

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14. Transferral between Phases of Education or Preparing for Adulthood and Independent Living

Wilmington Academy works closely with the students, parents/carers, feeder primary schools and external agencies to ensure a smooth transition from year 6 to year 7. An Assistant Principal, SENDCo and Student Services Managers are involved in the extensive transition programme. Visits are made to each primary school to meet with students and teaching staff. All students and parents/carers are offered individual interviews at Wilmington Academy during May/June. Induction Day takes place in July and additional transition days are offered for SEND for vulnerable students. On entry all students will sit baseline literacy tests in reading comprehension and spelling. This data is distributed to all staff, in preparation for Module 1.

KS4 & 5 – all students on the SEND Register will receive 1:1 planning interviews with the Leigh Academies Trust Careers Advisor.

We also contribute information to onward destinations, providing support/learning information, access arrangements documentation and advice and support to the destination educational establishment.

15. Information on Where the Local Authority Local Offer is Published

The Local Authority's local offer is published on (<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>) and parents without internet access should make an appointment with the SENDCo for support to gain the information they require.

Appendix A

The SEND Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline •
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Appendix B**Provision MAP/Local Offer for Wilmington Academy by SEND Category Across
the Academy – June 2017**

Area of Need	All pupils, where appropriate In Academy Provision	SENDs/EHCP
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<p><i>Cognition and Learning</i></p>	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Increased visual aids/modelling etc.</p> <p>Visual timetables.</p> <p>Use of writing frames. Access to ICT.</p> <p>Focused group work with class teacher.</p> <p>Development of literacy skills of all Year 7 and 8 students supported with the Accelerated Reader and Rosetta Stone language programme to support all students with English as an additional language.</p>	<p>Teaching assistant support. Accelerated Reader and. Booster groups in and out of Academy hours.</p> <p>In class support from teaching assistant.</p> <p>Additional keyboard skills support.</p> <p>Reading with Post 16 reading mentors.</p> <p>Multi-sensory teaching to support all learning styles.</p>	<p>In class support from Teaching Assistant. Bedrock Literacy programme. Bespoke literacy intervention. Nessy. ICT literacy programmes throughout KS3 and KS4. Individualised homework planning sessions. Fine motor skills intervention.</p>
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<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements.</p> <p>Staff aware of implications of physical and sensory impairments and strategies to support.</p> <p>Additional keyboard skills. Additional handwriting practice.</p> <p>Access to equipment e.g. writing slopes.</p> <p>Curriculum differentiated according to need, for example PE and games, food technology.</p> <p>Rise and Fall desks available for wheelchair users.</p> <p>Ramps in place for access evacuation.</p>	<p>Fine motor skills programme for small groups.</p> <p>Access to ICT.</p> <p>Pencil grips, specialist pencils, posture support cushions, sloping writing boards. Early exit cards from lessons.</p> <p>Advice and support from external agencies and specialist teaching service. Provision of specialist equipment made available & resources for example special scissors, enlarged paper and exam papers, coloured paper, visual stress coloured rulers. Enlarged English set texts accessed.</p> <p>Chef to provide additional support and advice for students with individualised sensory needs, for example high sensitivity to smell of foods.</p> <p>Health Care Plans.</p> <p>Promotion of self-care and personal hygiene.</p> <p>Appropriate staff training and advice made available to meet student's needs. 6 adults trained in moving and handling and use of gastronomy.</p>
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		Use of specialist science microscope. Close liaison with occupational
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		physiotherapists. Supported by Milestone Special Academy, with training and advice. Examining bodies consulted as to appropriateness of courses and Access Arrangements. On-going inset practical for all staff to address developing needs. School nurse to advise and provide necessary training to meet medical needs.
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Appendix C

SEND Literacy Interventions

Accelerated reader

Personalised reading levels for all students in years 7-9. Levels are set from an initial computer assessment which assesses their level ability. This is not a reading scheme; all books are in general circulation. Books are banded in ability levels. After reading each book, students quiz. If they score 80% or above, they have passed. If they score 90%-100% they can be moved up a level. This has dramatically increased student's borrowing and stimulates student's reading for understanding. Students gain prizes each time they are successful.

Nessy learning Programme

Ideal for students with SpI/d, such as dyslexia or dyspraxia. It has fun, computer game based learning activities.

The tasks are personalised after an initial challenge in reading and spelling. Students work on the gaps in their phonics and reading. The progress is scored and progressive. There are supporting card games and worksheets. This is a fun multi-sensory programme widely used in both primary and secondary schools.

Reading Comprehension produced by Learning Resources

A card based set of work cards set at 5 levels, up to typical year group levels of year 7. Short varied texts which aim to extend vocabulary knowledge. 5 multiple choice questions after each text. Students work in small groups and are guided by a teacher in reading, questioning and understanding the text. Answers are self-marked and discussion follows any incorrect choices.

We find these to be highly successful with students who have problems with reading for meaning. Their scores on Accelerated Reader indicate progress made.