SEND INFORMATION REPORT
2024-25

SENCo: Mr Jamie Woodcock

Please also refer to our SEND policy and Behaviour policy available via our website http://www.westlakesacademy.org.uk/about-us/policies-and-procedures/

RECORD OF NEED 2024-25

Our SEND record of need is reviewed regularly. Currently our record of need is as follows:

	Number in Year Group	Number SEN Support	Number of EHCP	Total Number SEN	% Year Group (r.2dp)
Year 7	207	49	10	59	28.50
Year 8	202	33	9	42	20.79
Year 9	195	39	14	53	27.17
Year 10	191	33	12	45	23.56
Year 11	179	33	12	45	25.13
Year 12	79	11	0	11	13.92
Year 13	73	5	0	5	6.84
Year 7 - 11	**974**	**187**	**50**	**244**	**25.05**
Sixth Form	152	16	0	16	10.52
Total Yr. 7 - 13	**1126**	**203**	**57**	**260**	**23.09**

PROGRESS OF STUDENTS WITH SEND AT THE END OF YEAR 11 2024

	Progress 8		
	2022	**2023**	**2024**
All	-0.14 (0.1.)	-0.33	-0.49
SEND	-0.75 (-0.69)	-0.79	-1.08
Others	-0.07	-0.23	-0.28
Diff	-0.68	-0.56	-0.8
SEND E	-1.51(-1.33)	-0.83	-2.28
SEND K	-0.60 (-0.47)	-0.79	-1.01

	Attainment 8		
	2022	**2023**	**2024**
All	49.25 (48.8)	43.56	42.26
SEND	30.10 (29.4)	28.89	28.63
Others	52.21	46.70	46.68
Diff	-22.11 (23.10)	-17.81	-18.05
SEND E	20.44 (14.3)	23.10	8.29
SEND K	35.21 (34.9)	29.79	32.10

Figures in brackets are national comparisons

	Basics 9-4			Basics 9-5			Basics 9-7		
	2022	**2023**	**2024**	**2022**	**2023**	**2024**	**2022**	**2023**	**2024**
All:	69.1 (68.8)	58.5	53.1	50.0 (49.8)	34.7	36.7	12.4	6.2	9.2
SEND:	19.2	18.9	31.3	11.5	8.1	14.6	0	0	6.3
Others:	76.8 (75.8)	67.0	60.1	56.0 (55.8)	40.5	43.9	14.3	7.5	10.1
Difference	-57.6	-48.1	-28.8	-44.5	-32.4	-29.3	-14.3	-7.5	-3.8
SEND E	11.1 (13.5)	0	0	11.1 (7.0)	0	0	0	0	0
SEND K	23.5 (39.1)	21.8	36.6	11.8 (22.5)	9.3	17.1	0	0	7.3

Figures in brackets are national comparisons

INFORMATION

The SENDCO (Jamie Woodcock) is responsible for;

- Coordinating all support for students with special educational needs and disabilities (SEND) and developing the policy and implementing strategies to make sure all students get a consistent, high quality response to meeting their needs in the academy.
- Ensuring parents/carers are involved and informed
- Liaising with other professionals who are assisting and advising and supporting the needs of students
- Updating the SEND register
- Ensuring that teachers and staff are supported in providing for students' individual needs through specialist support and professional development and training to achieve the best outcomes for the students
- Updating and information sharing with the Governing Body

At WLA SEND intervention is informed by student progress data. Various interventions are used to support the needs of individual students. Interventions can include small group learning skills sessions. However, most intervention is delivered in subject areas as 1:1 intervention or targeted LSA support in classrooms.

The highest need group at WLA is autism. We provide a range of support for students with needs in this area including in class support; flexible working arrangements and social skills development.

We have developed our provision in this area to provide additional literacy sessions to students with reduced reading skills using the Lexonik reading scheme.

WEST LAKES ACADEMY'S SEND OFFER

What kinds of SEND are provided for at West Lakes Academy?	Students' needs cover the range of SEND across the four main areas (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory/ Physical. The largest single area of need is Communication and Interaction including Autism.

What policies do we have for identifying students with SEND and how do we assess students' needs?	We gain information about students' SEND before they arrive, through: • Shared communication between primary schools and West Lakes Academy on the specific needs of individual pupils • Close liaison with parents and primary SENCos before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision. • In-school testing of all Year 7 pupils. Further identification and assessment can be done through: • In class observations of all classes for the first weeks of term for Year 7 classes • Teacher feedback and continual progress monitoring to inform where a child may need extra support • Further specific screening tests may be carried out according to need, to recognise students with additional needs.
How do we engage and involve parents in the education of our SEND students?	We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning. You will be able to share your views over email, by phoning the Learning Support Department, or by arranging a meeting with one of the team. We will always endeavour to respond to your views, and where possible to act upon them. In addition to the above, if your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review. All parents are also encouraged to have discussions with class teachers, to attend parents' evenings, and to ensure that their child completes home learning to a high standard. We also hold informal parents and carers drop-in sessions.

How do we engage and involve SEND students in their education?	We will carry out Student Voice activities throughout the year to better understand the views of students with SEND.
What arrangements are in place for transitions between primary school and also beyond year 11?	The academy has very strong links with its feeder primary schools. During Year 6/7 transition members of the academy's SEND team visit students in their primary schools and teachers meet with the academy's Learning Support Department to discuss students in order to ensure a smooth transition. Information from our feeder primaries is shared with teaching colleagues. All students attend a taster day in the July before they come to the academy so that they can become familiar with the building and get to know their tutor and teachers. We also arrange additional visits for SEND students to visit the academy at different times through a transition programme to empower them to become confident with all aspects of academy life. For our Year 11 students we work closely with our Sixth Form centre and other providers, apprenticeships and colleges to provide a smooth transition Post 16. Students visit different environments so that we can support them to decide what their next step will be. We work closely with Inspira to support students with this. Staff in the Learning Support department staff will support students with SEN with applications for school, college, apprenticeships or employment opportunities At West Lakes Academy we take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through use of data, our Learning Support Department communicating with all teaching staff, and systems for reporting progress.
What approach is taken to teaching students with SEND?	Quality first teaching is our approach. We work to ensure all staff have the highest possible expectations for our students. We offer a range of interventions to support pupils, as well as offering a range of training to support classroom teachers. The intervention provided to supporting learning is outlined below: Universal – this is the teaching your child will receive from his/her class teacher and may include

	some minor adaptations to match learning needs. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems. This provision can be considered ordinarily available. Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of 1) assessing your child's needs 2) planning the most effective and appropriate intervention 3) doing this intervention and 4) reviewing the impact on your child's progress towards individual learning outcomes. Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of students. These will be limited to a number of weeks to minimise disruption to the regular curriculum or may take place in 1-1 time, tutor time or after school. You will be kept informed of your child's progress towards learning outcomes. Whilst staff have access to students' passports and pupil profiles; staff who teach students with SEND read the appropriate EHCPs for those students.
What expertise and training do staff who support students with SEND receive and does this include specialist support?	At West Lakes Academy we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. Regular professional development ensures that staff at West Lakes Academy are fully aware of how to cater for a range of Special Educational Needs. We are working on all of our staff completing a range of in house SEND training sessions and staff are working through a programme of training from the Autism Education Trust. We also have a programme of training sessions on different areas of need delivered by the educational psychologist. Specialist teachers from outside of the academy liaise with teaching staff and the Learning Support department. The Learning Support team are in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school, and how to help support those needs in the classroom. Individual training can also be arranged when necessary.

What arrangements are in place for assessing and reviewing progress of SEND students and how does the academy evaluate the effectiveness of provision of students with SEND?	Students' progress is reported on every term and this allows us to monitor and intervene as necessary. As part of this reviewing cycle, any interventions necessary because of personal circumstances, medical needs or short-term changes in a student's situation may be discussed and agreed with parents/carers. Some students will have targets to support their very specific needs; these will be monitored and reviewed regularly.
How is my child included in all the same activities as his/her peers at school?	West Lakes Academy is an inclusive school and committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to all children. When necessary, the academy will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
How does the academy involve other organsiations and specialist support in provision for SEND students?	We may involve specialists at any time to provide advice and guidance following early identification of SEND. Parents are fully involved in this process. Services we have access to include those offered by Cumbria Council SEND team. These include: • Physical and Medical Needs • Sensory: Hearing and Visual Impairment • Developmental Language Disorder (DLD) • Communication and Interaction Needs (including the Autism spectrum) • Severe Learning Difficulties • Inclusion Support Officer (Behaviour) *(not available to secondary schools but we liaise with them on transition)* • Educational Psychologists We also liaise with medical professionals from CAMHS, ADHD Team and the Community Paediatrician.

How do we make our academy accessible to all?	The academy has a lift which allows all students to have equal access to high quality teaching across the curriculum. In the unlikely event that the lift is not working we move teachers to the ground floor to allow access for students with a restricted mobility. We have a zero tolerance approach to bullying and a positive behaviour ethos. Our student values are the foundation of our academy. Respect Appreciation Achievement Tolerance Freedom

ADDITIONAL SERVICES

The Local Authority have produced The Local Offer where parents/carers and young people can find out about more specialist provision available. Please follow the link below to find out more information:

https://fid.cumberland.gov.uk/kb5/cumberland/directory/advice.page?id=F6M_YGKBr0E

COMPLAINTS PROCEDURE

Information on the academy's complaints procedure can be found on the academy's website.

If you are unhappy with the way West Lakes Academy is managing your child's learning needs you should:

1) Contact your child's form tutor, subject teacher, or Head of Year with your concerns by telephoning the academy on 01946 820356 to talk about your concerns on the phone or to arrange a meeting at the academy.

2) If you still have concerns, please contact the academy's SENCo who will try to help resolve the problem. Mr Woodcock can be contacted on 01946 820356 or via his email address: woodcockj@changinglives.education

3) If you are still unhappy then you should ask for a meeting with the Assistant Principal responsible for SEND, Miss Stabler, to talk about the issue.

Miss Stabler can be contacted on 01946 820356 or via her email address: stablerv@changinglives.education

4) If, after completing these steps you remain unhappy with the responses then you should ask for a meeting with the Headteacher, Mr David Dennis, to discuss the issue.

If you feel the problem has still not been resolved by the academy, you may then contact the academy's Governing Body by emailing the designated SEND Governor; Jenny Walker: governors@changinglives.education

GLOSSARY OF TERMS

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
EHCP	Education Health Care Plan
CAMHS	Child and Adolescent Mental Health Service