

Lord Wilson

SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

Contents

- [Our school's approach to supporting pupils with SEND](#)
- [Catering for different kinds of SEND](#)
- [Key staff and expertise](#)
- [Identifying and assessing pupils with SEND](#)
- [Consulting with pupils and parents](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Transition support](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [Local Offer](#)
- [Named contacts](#)

Our school's approach to supporting pupils with SEND

The primary learning needs for the students who are referred to LWS Academy has been identified under the SEN category of Social, Emotional, and Mental Health (SEMH). As a school, our approach is from an educational perspective, and its role in facilitating learning. Some emotional problems result from frustrations associated with other learning difficulties.

Other special educational needs may only become apparent once the students' behaviour has settled and they begin to be motivated to learn. Most students have other associated difficulties identified on their Education, Health and Care plans and this may include: ADHD, Autistic Spectrum Condition (ASC) , specific learning difficulties, sensory impairment, trauma related difficulties, amongst others.

Our primary aims are:

- To organise the school in such a way that students with SEMH difficulties are motivated, given opportunity, and encouraged to achieve success.
- To help students manage their emotions through co-regulation leading to self-regulation.
- To identify and address other learning difficulties, in particular literacy and numeracy difficulties.
- For students to be prepared for adulthood.

Catering for different kinds of SEND

Cognition and learning

At Lord Wilson, we understand that all learners progress differently. We are committed to providing a supportive environment that meets the cognitive and learning needs of all our students, fostering a love of learning and maximising individual potential.

Here's how we support cognition and learning needs:

Early Identification: We prioritise early identification of difficulties through regular observations, assessments, and collaboration with families.

Differentiated Instruction: Our teachers employ differentiated instruction strategies, tailoring lessons to diverse learning styles and abilities. This may involve multi-sensory approaches, graphic organisers, assistive technology, or varied group work

Specialist Support: We offer specialist support for our learners, including speech and language therapists, teacher and learning support assistants in each class, small class sizes and interventions available for students to use to support them developing skills and knowledge in core subjects.

Building Confidence: We foster positive learning experiences through encouragement and a growth mindset approach. This empowers students to develop confidence in their abilities and persevere through challenges. Our focus extends beyond academic achievement. We aim to develop the underlying skills that support learning, such as attention, memory, organisation, and problem-solving. We believe that by fostering a supportive and inclusive environment, we can unlock the potential of all our learners.

Communication and interaction

At Lord Wilson, we understand that communication is fundamental to learning and social interaction. We are committed to providing a supportive and inclusive environment that meets the communication and interaction needs of all our students. Here's how we support communication and interaction needs:

Early Identification and Assessment: We work closely with speech and language therapists (SALTs) and other specialists to identify and assess individual needs through observations and formal assessments.

Individualised Toolkits: We develop toolkit strategies in collaboration with teachers, parents, and specialists. These outline specific communication strategies and interventions tailored to each student's needs.

Social Skills Development: We offer social skills groups and activities to help students develop their communication skills, including turn-taking, active listening, and nonverbal communication.

Positive Reinforcement: We create a supportive atmosphere where students feel comfortable using their communication skills and are encouraged to express themselves freely. By providing personalised support and fostering an inclusive environment, we empower all our students to connect, participate, and thrive within the school community. The school is in the process of becoming an accredited Communication Friendly Setting. The ELKLAN Lead on the staff team delivers whole staff training and develops resources to support students with SLCNs.

Social, emotional and mental health

At Lord Wilson, We Nurture the Whole Child

As a school dedicated to fostering well-being, we recognize the interconnectedness of social, emotional, and mental health (SEMH) with academic success. Our **SEMH approach** goes beyond academics, aiming to equip students with the skills and resources to thrive in all aspects of life.

Here's how we meet students' SEMH needs:

Dedicated Team: We have a dedicated SEMH team comprising specialists, including a SENCO (Special Educational Needs Coordinator), who collaborate with teachers and families to identify and address individual needs.

Supportive Environment: We cultivate a safe and inclusive environment where students feel valued and respected. This includes anti-bullying programs, positive behaviour strategies, and opportunities for open communication.

Individualised Support: We offer individualised support plans tailored to each student's specific needs. This may involve social skills groups, emotional regulation strategies, mindfulness practices, or access to external specialists.

Open Communication: We maintain close communication with parents/carers, ensuring they are informed and involved in their child's support plan. We also offer workshops and resources to empower families to support their child's emotional well-being at home.

Building Resilience: We create opportunities for students to develop resilience and coping mechanisms. This includes the Zones of Regulation, problem-solving activities, and opportunities for self-expression through creative outlets.

Our commitment to SEMH goes beyond words. We strive to create a school community where every student feels empowered to reach their full potential, both academically and emotionally.

Sensory and/or physical needs

At Lord Wilson, we recognise the importance of catering to sensory and physical needs for successful learning. We provide a supportive environment that promotes comfort, participation, and well-being for all students.

Here's how we support sensory and physical needs:

Sensory-Friendly Spaces: We offer sensory-friendly areas equipped with calming tools and materials to help students regulate their sensory input.

Physical Activity Integration: We incorporate physical activity throughout the day, promoting focus and development of gross and fine motor skills.

Accessibility: We ensure our physical environment is accessible for all students, including ramps and accessible toilets.

Communication and Awareness: We encourage open communication with parents and maintain awareness of students' specific sensory and physical needs.

By recognising and addressing individual differences, we create a learning environment where every student feels empowered to reach their full potential.

Key staff and expertise

Name of staff member	Area of expertise	Role in school
Benn Lee	Designated Safeguarding Lead	Assistant Headteacher
Emily Weaver	Senior Mental Health Lead	Associate Headteacher

The SENCO

Name of SENCO	Email address	Phone number
Charlotte Hurst	churst@kgalowilson.uk	01489582684

Securing and deploying expertise

At Lord Wilson, we understand the importance of specialised support for students with Social, Emotional, and Mental Health (SEMH) needs. Here's how we ensure they receive the best possible care:

Securing Expertise: We collaborate with a team of specialists, including educational psychologists, speech and language therapists, and advisory services, to offer in-depth assessments and personalised interventions.

Strategic Deployment: Staff are deployed strategically based on student needs. Teachers receive ongoing training to identify and support SEMH needs effectively, while specialists provide targeted interventions in collaboration with classroom teachers.

Through this comprehensive approach, we ensure that every student receives the expert support they need to flourish in our inclusive and nurturing environment.

Equipment and facilities

At Lord Wilson, we recognize the unique needs of each student with SEMH. To optimise their learning experience, we actively secure and utilise specialised equipment and facilities:

Sensory Equipment: Calming spaces equipped with specialised equipment like weighted blankets, fidget toys, and noise-cancelling headphones support sensory regulation.

Assistive Technology: We offer tools like text-to-speech software and communication devices to support specific learning styles.

Therapeutic Activities: Dedicated spaces for mindfulness practice and social skills groups foster emotional well-being and social development.

By deploying these resources strategically and in collaboration with personalised plans, we create an environment that empowers each student to reach their full potential.

Consulting with pupils and parents

Parents

At Lord Wilson, we believe in encouraging strong partnerships with parents of students with SEMH. Here's how we ensure collaboration and involvement:

Open Communication: We maintain regular communication through meetings, phone calls, and online platforms, keeping parents informed and involved in decision-making.

Collaborative Planning: We include parents in their child's Individualised Education Plans (IEPs), ensuring their specific needs and goals are addressed.

Training Workshops: We offer workshops and resources to empower parents to support their child's social, emotional, and mental health at home, fostering consistency and collaboration.

Open Door Policy: We encourage open communication and collaboration, welcoming any questions or concerns parents may have. By working together as a team, we create a supportive and nurturing environment where all students can thrive.

Pupils

At Lord Wilson, we believe in empowering student voices and fostering ownership of their learning journey. This includes actively involving pupils with SEMH in planning and discussing their education.

Individualised Meetings: Tutors have one-to-one meetings or small group meetings with students, allowing them to express their thoughts, feelings, and goals for learning and support.

Age-Appropriate Activities: We utilise student-friendly tools like mind maps, visual aids, and age-appropriate discussions to facilitate clear communication and participation.

Choice and Control: We offer students opportunities to make choices about their learning materials, activities, and environment, fostering a sense of agency and independence.

Positive Reinforcement: We create a supportive atmosphere where students feel comfortable sharing their opinions and ideas, celebrating their participation and contributions. By listening to our students and building their confidence, we empower them to become active participants in their educational journey.

Involving key stakeholders

At Lord Wilson, we recognize the importance of collaboration in supporting the diverse needs of students with SEMH and their families. We actively involve various external bodies:

Health and Social Care: We work closely with educational psychologists, speech and language therapists, and Hampshire Advisory Services to provide specialised assessments and interventions.

LA Support Services: We leverage support from Local Authority services like educational psychologists and social workers to access vital resources and expertise.

Voluntary Sector: We collaborate with voluntary organisations specialising in specific areas like mental health or disabilities, offering additional support programs and resources.

Through this collaborative approach, we create a comprehensive network of support, ensuring all our students and families have access to the resources and expertise they need to thrive.

Progressing towards outcomes

At Lord Wilson, we believe in ongoing assessment and review to support the progress of students with SEMH. Here's how we ensure a collaborative and effective process:

Individualised Education Plans (IEPs): We create IEPs in collaboration with parents, students, and teachers, outlining specific goals, interventions, and progress measures tailored to each student's needs.

Regular Reviews: We hold regular review meetings with parents and students, providing progress updates, discussing adjustments to plans, and ensuring everyone's voice is heard.

Formative Assessment: We utilise ongoing data collection through observations, informal assessments, and student self-reflection to inform and adapt support strategies continuously.

Data-Driven Decisions: We use data collected from various sources to track progress, identify areas for improvement, and celebrate achievements, ensuring all stakeholders are involved in this ongoing process.

By fostering collaboration and transparency, we empower all involved to play an active role in supporting each student's journey towards achieving their full potential.

Transition support

At Lord Wilson, we prioritise thoughtful transitions and proactive preparation for adulthood for our students with SEMH. Here's how we support them:

Early Planning: We initiate transition planning early, collaborating with students, parents, and future education providers to ensure a smooth and personalised process.

Individualised Plans: We create transition plans that address academic needs, social-emotional skills, and personal goals, supporting students in setting achievable targets for the future.

Focus on Adulthood: We emphasise the development of life skills, encouraging work experience, independent living skills training, and fostering participation in the community.

Partnership and Collaboration: We maintain strong partnerships with colleges, universities, employers, and support services, ensuring a seamless transition and access to the resources our students need to succeed.

Our mission is to empower students with SEMH to confidently navigate change and achieve their aspirations as they enter adulthood.

Teaching approach

At Lord Wilson, we believe every student deserves a personalised learning experience. This is especially true for students with SEMH (Social, Emotional, and Mental Health) needs. Here's how we approach teaching:

Adaptation: We cater to individual learning styles and needs through adapted and tailored instruction. This may involve adapting teaching methods, materials, and assessments to ensure all students can access and engage with the curriculum.

Focus on Strengths: We identify and build upon each student's strengths and interests, fostering confidence and motivation for learning.

Positive Reinforcement: We create a supportive and encouraging environment where mistakes are seen as opportunities for learning and growth.

Collaboration: We collaborate with parents and specialists to ensure consistency and effective support both in and outside the classroom.

By employing these strategies, we create a flexible and responsive learning environment where all students with SEMH feel empowered to learn, grow, and thrive.

Adaptations to the curriculum and learning environment

At Lord Wilson, we recognize that individuals with SEMH learn best in an accessible and inclusive environment. We adapt both curriculum and learning environment to meet their diverse needs:

Curriculum:

Adaptation: We utilise a range of teaching methods, materials, and assessments to cater to various learning styles and paces. This may involve using alternative formats like audiobooks or videos, chunking information, and offering personalised learning goals.

Focus on Skills: We integrate the development of key skills like communication, emotional regulation, self-advocacy, and social interaction into the curriculum, preparing students for well-being and future success.

Learning Environment:

Sensory Awareness: We create a calming and predictable environment with minimal distractions, utilising sensory tools and designated quiet spaces.

Assistive Technology: We provide assistive technology like text-to-speech software, communication devices, and ergonomic furniture to enhance accessibility and support specific learning needs.

Flexible Learning: We offer flexible learning arrangements like individual work time or smaller group settings to cater to individual needs and preferences.

Through these adaptations, we aim to create a barrier-free learning experience where every student with SEMH feels empowered to participate, learn, and reach their full potential.

Supporting emotional and social development

At Lord Wilson, we prioritise the emotional and social well-being of all students, particularly those with SEND (Special Educational Needs and Disabilities). Here's how we support them:

Extra Support: We offer individualised pastoral support through designated staff members who dedicate time to listen to students' concerns, offer emotional guidance, and build positive relationships.

Empowering Voices: We actively seek feedback through regular meetings and age-appropriate methods, ensuring their voices are heard and informing our support strategies.

Anti-bullying Commitment: We uphold a zero-tolerance policy against bullying (outlined in our Anti-bullying Policy), promoting inclusion, respect, and diversity within the school community. This policy includes clear reporting and investigation procedures, along with restorative justice practices to address and prevent bullying incidents.

By fostering a caring and inclusive environment, we empower students with SEND to develop healthy emotional and social skills, build confidence, and feel valued as individuals.

Evaluating effectiveness

At Lord Wilson, we are committed to continuous evaluation and improvement of our SEMH support practices. Here's how we gauge the effectiveness of our provision:

Data-Driven Approach: We collect and analyse various data sources like progress tracking, attainment scores, attendance, and student/parent feedback to measure the positive impact of our interventions.

Regular Reviews: We hold regular review meetings with students, parents, and teachers to gather perspectives, identify strengths, and discuss any necessary adjustments to individualised support plans.

Collaborative Reflection: We encourage staff self-reflection, professional development, and peer review to ensure the quality of our support practices.

External Input: We collaborate with external professionals like educational psychologists and specialists to gain valuable insights and recommendations for ongoing improvement.

By employing a reflective and evidence-based approach, we ensure our provisions effectively meet the evolving needs of our students with SEMH.

Named contacts

Name of individual	Role	Email address
Nige Matthias	Headteacher	headteacher@kgalordwilson.uk
Emily Weaver	Associate Headteacher	headteacher@kgalordwilson.uk
Benn Lee	Designated Safeguarding Lead	llw-safeguarding@kgalordwilson.uk