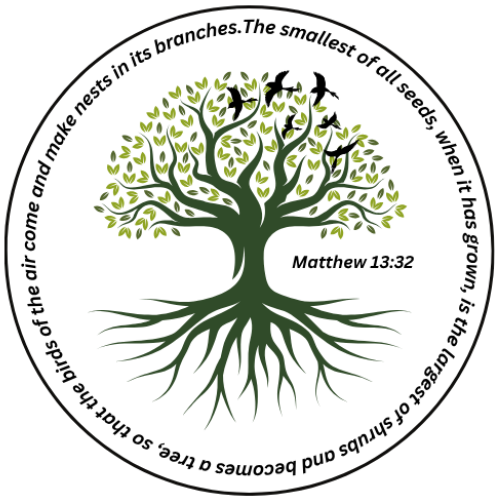
Excellence Growth Responsibility

This is our William Lovell Legacy



William Lovell

Church of England Academy

SEND information report

2025-6

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William Lovell Church of England Academy Vision and Values

Everyone has the potential to flourish. Rooted in our Christian foundation, we are an inclusive school that nurtures academically, morally, and spiritually. We commit to offering rich opportunities that prepare our students for life's journey.

We pursue excellence by planting seeds of curiosity, inspiring a love of learning, and cultivating high expectations through challenge and support. We nourish strong roots of resilience, encouraging responsibility and empowering everyone to grow, confident and ready to make positive differences to society.

The light in our community helps us to grow, responsibility is the compass that guides us, and excellence is the path we walk to reach a brighter future.

This is our William Lovell Legacy.

Our Values:

- **Excellence**
- **Growth**
- **Responsibility**

"The smallest of all seeds, when it has grown, is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."

Matthew 13:32

Our Key Drivers

Excellence is a habit: We deliver the highest standards and never settle for less.

Everyone is valued: Diversity is celebrated, we see the best in everyone.

Invest to achieve: No excuses. We care about our learning, and we build for the future.

Cultivate your character: Qualifications open doors, stewardship and character get you through them.

Never give up: Resilience breeds success, be relentless and work hard.

Provision for SEND

William Lovell CofE Academy (WLA) currently provides additional and/or different provision for the four broad areas of need as outlined in the SEND Code of Practice (2014):

- Communication and Interaction needs, for example, Autistic Spectrum Conditions, Speech and Language Difficulties
- Cognition and Learning needs, for example, Dyslexia, Moderate Learning Difficulty
- Social, Emotional, and Mental Health needs, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or Physical needs, for example, Visual Impairment, Hearing Impairment

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on assessments from previous settings and key stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- widens the attainment gap

This may include progress in areas other than academic attainment, for example social skills, behaviour for learning, focus and attention.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND; underlying causes for the concerns will be explored. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional or different is needed.

Consulting and involving pupils and their parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the pupil's views and parents'/carers' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents/carers on request. We will notify parents/carers when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers and support staff will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- Staff members' assessments and experience of the pupil
- The individuals previous progress and attainment and/or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, as appropriate

The assessment will be reviewed regularly with the pupil and parents/carers.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases/preparing for adulthood

For students joining the school at the beginning of Y7, a transition package will be put in place which may include visits by school staff to the child in their primary setting and/or visits by the child to WLA in advance of the beginning of Y7. We will liaise with the primary school's SENDCo to facilitate sharing of information and continuity of support. The school will also carry out its own baselining assessments. WLA offers a free Summer School for new Y7 students with a key focus on supporting students with additional needs through the transition to secondary school.

For students who join the school midyear, information received from their previous setting will be reviewed and additional information sought as required. The school will also carry out its own baselining assessments.

For students who are moving from WLA to another school or post-16 setting, WLA will share information with the school, college, or other setting the pupil is moving to. Transition visits and/or meetings with staff from the new setting will be arranged if appropriate.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is our first step in responding to pupils who have SEND. This will be adapted to meet the needs of individual pupils as required.

Additional interventions may include:

- Additional in-class support
- Reading fluency intervention
- Reading comprehension intervention
- Spelling intervention
- Social skills / emotional literacy intervention
- Mindfulness / managing anxiety
- Anger management
- Handwriting interventions/fine motor skills activities
- Precision Teaching
- Numeracy intervention
- Bespoke intervention depending on need

Adaptations to the curriculum and learning

We may make the following adaptations to ensure all pupils' needs are met:

- Adaptive teaching to ensure all pupils are able to access the curriculum, for example, by grouping, 1:1 work, teaching style, additional explanation, chunking of tasks, writing frames, prompts and scaffolds, provision of word lists and glossaries, allowing additional processing time.
- Adapting our resources and/or staffing
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font.
- Because we prioritise access to learning for **all**, William Lovell pupils are issued with a 1:1 device, an iPad, with a stylus and case when they join us. They will keep this for the duration of their time with us. This allows accessibility to resources, e.g. powerpoints, scaffolds, feedback in either written or audio format.

External Agencies:

We work with the following external agencies to access support for pupils:

- Medical Professionals including Community Paediatrics
- The Sensory Education and Support Team
- The Specialist Teaching Team
- The Physical Disability Outreach Service
- Speech and Language Therapy
- The Working Together Team
- CAMHS (Child and Adolescent Mental Health Service)
- Healthy Minds
- Physiotherapist
- Occupational Therapist
- Specialist Nurser Trainers
- EWO (Educational Welfare Officer)
- Children's Services
- Early Help
- BOSS (Behaviour Outreach Support Service)
- Lincoln Centre for Grief and Loss

Expertise and training of staff

Our SENDCo has 15 years of experience in this role and has supported children and young people with SEND in mainstream primary and secondary schools, special schools, further education, the prison service and the charitable sector.

Our SEND Team has specialist training in a range of areas including:

- Safeguarding
- Postgraduate Certificate in Additional Educational Needs
- National SENCo Award
- Autism awareness
- First Aid
- Epilepsy training
- Diabetes training
- Dyslexia awareness
- Phonics
- Unconditional Positive Regard
- Team Teach
- Mental Health First Aid
- Senior Leadership of Mental Health
- Counselling

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals
- Obtaining pupil voice
- Obtaining feedback from parents/carers
- Monitoring by the SENDCo, subject teachers and support staff
- Holding review meetings with pupils, parents/carers and external agencies

Enabling pupils with SEND to engage in extra curricular provision

All of our extra-curricular activities and school visits are available to all of our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Our Accessibility Plan can be found on the school website.

Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENDCo, Mrs J Rose, in the first instance. Should that not resolve the issue, the matter should be referred to the Headteacher. If the complaint is not resolved, the academy has a Complaints Policy, which you may follow.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions and suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The local authority Local Offer

Our local authority's Local Offer is published here SEND Local Offer – Lincolnshire County Council

Monitoring Arrangements

The SEND Policy and this information report will be reviewed by the SENDCo, Mrs J Rose, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

- Accessibility Plan
- Anti-bullying Policy
- Behavior, Rewards and Exclusions Policy
- Equality and Diversity Policy
- Complaints Policy
- Teaching and Learning Policy
- Safeguarding Policy

Closing statement

***William Lovell Church of England Academy upholds the belief that every person is made in God's image**, deserving equal respect, opportunity, and care. Guided by our values and love for creation, we educate with excellence, grow in understanding, and take responsibility for each other.*