



'Excellence Together'



**Wyvern College
and
St Edmund's School
SEND Information**

September 2018

Wyvern College and St Edmund's Girls' School

SEND Information report 2018-19

Welcome to our SEND information page for learners with Special Educational Needs (SEND). We are committed to working together with all members of our school community and believe in providing every possible opportunity to develop the full potential of all our students. All students have the right to a broad and balanced curriculum including extra-curricular activities. All students are valued and their self-esteem promoted. The best people to contact this year are:

Ms S. Rideout – SENDCo (Special Educational Needs and Disability Co-ordinator)

srideout@wyvernsted.org

Mrs A. Hoskins – SENDCo (Special Educational Needs and Disability Co-ordinator)

ahoskins@wyvernsted.org

Lucy Salisbury – SEND Governor

lucy.salisbury@live.co.uk

We also employ 10 teaching assistants (TAs) who specialise in identified curriculum areas and whose work is primarily in the classroom working alongside the class teacher in the delivery of teaching and learning. They also deliver the interventions as outlined below co-ordinated by our SENDCos and Assistant SENDCos, Miss L. Evans (Literacy) and Mrs V. Brooks (Numeracy). Our TAs also work as mentors for students who require a more in depth level of monitoring.

We also have a team of 4 pastoral support workers specialising in the support of students who may be experiencing social, emotional and/or behavioural difficulties. They are linked to specific year groups and work closely with the Head of House and are managed by Mr B. Burley (Deputy Head - Pastoral).

A school counsellor is employed for 3 days per week to further enhance the support we can offer.

Our Approach to Teaching Learners with SEN

We want all of our young people to participate in learning and we celebrate the achievements of all members of our community. We aim to create an inclusive culture in our school and we are keen to enhance our responsive approach to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular student progress meetings, and form tutors undertake a key mentoring, supporting and supervisory role.

We provide for the following kinds of special educational needs:-

- Cognition and Learning Difficulties
- Speech, Language and Communication Difficulties
- Communications and Interaction Difficulties (including Autistic Spectrum Disorder)
- Specific Learning Difficulties
- Physical, Medical and Sensory Difficulties
- Social, Emotional and Mental Health Difficulties

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn or they may be worried about different things that could distract them from learning. We are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning or making sufficient progress, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having a SEND.

Assessing SEND

It is every member of staff's responsibility to assess when a child presents with a difficulty with learning. We ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teachers. The SENDCo will also support with the identification of barriers to learning. Information from previous teachers (primary or previous school where necessary), Cognitive Ability Test results, individual subject baseline assessments, outside agency assessments and specific assessments carried out by the SEND team, including literacy and numeracy are used together with information from parents and carers to create a holistic picture of a student's individual needs. Students who have an Education, Health and Care Plan (EHCP) will continue to have their progress closely monitored and annual reviews will be held.

The Code of Practice January 2015 has set out the expectation that parents are involved when there is a suggestion that their child may have an Additional need and that they are included in discussing the provision and reviewing their child's progress. This may take place through a range of means including:-

- With specific teachers at Subject consultation evening
- Tutor meetings
- Telephone conversations or email
- Meetings with a member of the SEND team
- Meetings with a member of the pastoral team.

Students are involved at each stage of the assessment, planning and reviewing provision and are central in decision making. Students are asked what works and what doesn't work and there is a focus on future aspirations. All students with SEND create a 'One Page Profile' themselves, which staff can then use in their planning, teaching and support.

For some learners we may want to assess a particular need or seek advice from specialist teams. In our school we have staff qualified to assess the academic needs of students with regard to access arrangements for public examinations, including GCSE. We are also able to access various specialist services, some of which are listed below. These assessments meet the requirements of the Joint Council for Qualifications (JCQ).

- CTOPP – Phonological processing assessments
- WRAT4 – Measurement of academic skills
- DASH – Speed of handwriting assessments
- WIAT-II-T – Literacy assessments

Other support

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that a Common Assessment Framework (CAF) is needed where several agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP and we will work together with them to ensure that the most appropriate support is sought. Some services are universally provided by Wiltshire Local Authority, which are described on the Local Offer website available at <https://www.wiltshirelocaloffer.org.uk/> and <http://www.wiltshire.gov.uk/children-young-people-access>

- EMTAS – Ethnic minorities and travellers achievement service
- Hearing Impairment Service
- Visual Impairment Service
- ASD advisors
- Health professionals
- Child and Adolescent Mental Health Service
- Speech and Language Therapists
- SENSS team

What we do to Support Learners

First and foremost every subject teacher is responsible for teaching all students in a way which meets their needs. There is an expectation that Quality First Teaching is the first response in meeting the needs of all students. This is a strong base and firm belief within our school and as such is reflected in a range of training opportunities and sharing of good practice for all staff, throughout the school year for SEND in general and in more specific needs, e.g. Hearing impairment, Downs Syndrome and ASD.

Information about the additional needs of all students is linked to teacher's registers, giving them the information they need to support their planning and appropriate interventions, such as differentiation, room plans, specialist resources etc. Differentiation within the lesson may include: adapting language, giving choices of tasks, grouping of students, questioning and exploring ways to ensure that students are challenged in a safe way allowing their strengths and successes to be celebrated.

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, tailored to meet their needs and is intended to enable access to learning and overcome the barrier to learning identified. The implementation of such support is achieved using a graduated approach of assess-plan-do-review, making sure provision is appropriate and effective.

Teaching assistants are trained in a variety of types of SEND and are available, in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independence skills.

Supporting SEN outside the classroom is sometimes required to help to narrow the gap in a child's learning or help overcome a barrier to learning. This intervention style of support can take a variety of formats:

- Yr. 7 Catch up literacy
- Yr. 7 Catch up numeracy
- Yr. 7 Paired reading
- Yr. 8 & 9 Literacy and numeracy withdrawal
- 1 – 1 or small group subject specific withdrawal
- ASD support
- Emotional and Social Mentoring
- Inclusion support
- Counselling

The individual needs of students are taken into account when preparing for KS4 and the most appropriate curriculum is tailored for them. In exceptional circumstances this may mean, that a bespoke curriculum is put in place.

Some students find that their needs prevent them from being able to fully integrate during unstructured times at break-time and at lunch. We offer the use of the Room 1 and the Student Support area which are staffed areas supported by members of the support staff. This support is designed to improve social development and communication skills. Usually students only use this support temporarily whilst they acquire the skills needed to be independent during unstructured times.

How we evaluate provision and find out if the support is effective

Monitoring progress is an integral part of teaching and leadership within the school. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to support a student, the SENDCO, Teacher, learner and sometimes parent/carer, agree what they expect to be different following this intervention. A baseline assessments are carried out and recorded, these are then reviewed termly for the reports and are used to compare the impact of the provision. Literacy and numeracy assessments are carried out annually in Yr. 7 & 8 and for all those with a SEND need.

Children, Parents/carers and their teaching and support staff will be directly involved in reviewing progress wherever possible. Reviews will take place with individual subject teachers annually at parents' evenings, can be built in to the intervention itself, or it can be a formal meeting where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same review conversations take place, but the EHCP will also be formally reviewed annually.

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by teachers and Senior Leaders. Our school data is also monitored by the Local Authority and Ofsted. Your child's form tutor will be able to assist you with any queries you may have regarding the understanding of your child's progress data.

Other Opportunities for Learning

We believe that all learners should have the same opportunity to access extra-curricular activities, either as part of the whole school curriculum or through our extensive after school enrichment programme.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENDCO to discuss specific requirements.

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Preparing for the next step

Transition is a part of life for all learners. This can be transition from primary to secondary school, to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. For students with an EHCP, and at the invitation of the parent or primary school, we will attend the Annual review in Years. 5 & 6. For all others who have already been identified by their primary school as needing additional support, the SENDCO will visit them at their primary school in the summer term of Yr. 6. If there is particular concern that a young person may find transition difficult, where appropriate, an enhanced induction programme will be arranged for them in order to make a successful start to their secondary school career. Senior leaders visit all Year. 6 students at

their primary school to support them in preparing for the transition and the SENDCo liaises with the feeder primary schools.

The SENDCo, and Pastoral team support transition to 6th form schools, colleges and apprenticeships for students with additional needs, alongside any other relevant agencies involved. Planning begins for some students during year 10 and parents/carers and students are advised and guided through the process, from choosing the right provision for your daughter, the most appropriate course and practical information such as how to access support with transport. For those with a high level of additional need, accompanied visits to local 6th forms and colleges can be arranged in order to build confidence and develop a positive relationship with staff at the proposed new educational facility. Information regarding the student is shared with the necessary teams; this includes any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. Students who have an EHCP will continue to have their progress closely monitored and annual reviews will be held.

Have your say

Our school is a community school and we welcome parents and carers as part of that community. We aim to shape and develop provision for all of our learners ensuring achievement for all and information from parents and students is integral to this. You are welcome to visit the school when your child is in Years 5 & 6, not only at open evenings, but during the school day to really get a flavour of how the school works, if you are concerned about your child's learning needs then a meeting will be arranged with the SENDCo to discuss your concerns and the provision which can be made for her. Your child's tutor, the SENDCo, Head of Year or a named supporter will be your main point of contact.

A parental survey will take place annually and we value your input into this as we strive to improve our practice and ensure that your child is progressing, achieving and is happy at school.

Complaints procedure

If you are dissatisfied with any aspect of the SEND provision your child is receiving, in the first instance, please contact the SENDCo's, Ms Rideout and/or Mrs Hoskins. If your concerns are not resolved then further guidance can be sought through contacting Mr Burley Deputy Head teacher. bburley@wyvernsted.org

Useful links

SEND Code of Practice 0-25 years Jan 2015 lists the following:

SEND Code of Practice for Parents and Carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Contact a Family: www.cafamily.org.uk

National Network or Parent Carer Forums www.nnpfc.org.uk

Children's Education Advisory Service: (CEAS) www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas

Family Information Service www.daycaretrust.org.uk/nafis

National Parent Partnership Network <https://www.gov.uk/guidance/childrens-education-advice-and-support-services-network>

Patient Advice and Liaison Service: <http://tinyurl.com/PALservice>

Autism Education Trust www.autismeducationtrust.org.uk

Bullying Guidance <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust www.thecommunicationtrust.org.uk

Dyslexia SpLD Trust www.thedyslexia-spldtrust.org.uk

I CAN (Pupils' communication charity) <http://www.ican.org.uk>

MindEd www.minded.org.uk

National Sensory Impairment Partnership www.natsip.org.uk

Specifically for post 16

Disabled Pupils Allowance (DSA) <http://tinyurl.com/SFE-DSA>

Others

Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council: http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire Parent Partnership Services: <https://www.kids.org.uk/wisa>

This website includes many useful links to other places and a great deal of information and support guidance.

Evaluation and development of policy

The policy is developed through consultation with staff, students and governors.

Review cycle of policy

This policy will be reviewed by the Local Governing Board every year in accordance with the school's review cycle.

Policy author: Bruce Burley

Policy adopted by LGB: January 2019

Policy reviewed: January 2020

Documents linked to this policy:

Teaching and Learning

Equality information and objectives