



WOLGARSTON HIGH SCHOOL

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Staffordshire

SEND

Local Offer

A Statement of Policy

Agreed by School Forum March 2019

Author: Mrs K Weston

Readability Score: 19-20 Years

Frequency of Review: Annually

Amendments

2019 – KW

Aims of this SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition of special educational needs?

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.”
(Code of Practice 2014)

How does our school know if children need extra help?

We know when students need extra help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Observation of student indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- Identification through assessment
- A student asks for help

What to do if you think your child has special educational needs? (Schedule 1: Points 3 and 6)

- If you have concerns, then please discuss these with the school SENDCo whose name is Mrs Kate Weston and whose contact details are k-weston@wolgarston.staffs.sch.uk, or 01785 788400
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. Provision will be determined on the basis of need supported by evidence and not on the level of anxiety or concern because resources are limited.

How the school will support your child (Schedule 1: Points 1 and 2)

- All pupils will be provided with high quality teaching that is differentiated within reason to meet the diverse needs of all learners.
- Pupils with a Special Educational Need or disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- Learning Support Plans will be in place for some SEND pupils.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENDCo and external verifiers
 2. ongoing assessment of progress made by pupils in specific intervention groups
 3. work sampling on a termly basis.
 4. scrutiny of planning.
 5. teacher meetings with the SENDCo
 6. pupil and parent feedback when reviewing target attainment
 7. whole school pupil progress tracking
 8. attendance and behaviour records
 9. OFSTED Inspections

- Information on the quality of teaching will be collated in a report to Trustees and OFSTED and shared with parents in the SEN Information Report
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition based on KS2 Fine levels for GCSE from 2016 entry. These are discussed with parents at events such as Parents' Evenings and students' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified.
- Where it is decided that action is required to support increased rates of progress, this will follow an "assess, plan, do and review" model
- Normally an individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action aiming to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo
- Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- SEND support will be recorded on a Learning Support Plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Special Educational Needs Support Service (Entrust)
 2. Behaviour Support Service
 3. Autism Outreach Team
 4. Hearing Impairment team
 5. Dyslexia Support
 6. Educational Psychology Services
 7. Visual Impairment team
 8. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
 9. Educational Welfare Officers / EDC
 10. Physical and disability support service

11. Social Services

12. CAMHS (Child & Adolescent Mental Health Service)

- For a very small percentage of pupils, whose needs are significant and complex, and cannot reasonably be provided for despite relevant and purposeful special educational provisions being made from within the school's own resources, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority. This may result in an Education Health Care (EHC) plan being provided.
- Please note that refusal to allow us to involve agencies may limit the provision we can provide. In general, at Secondary School hiding a Special Educational Need from a child can hinder their development and acceptance of ways to manage their difficulties.
- On occasion, even with an EHC Plan and through reasonable adjustment, the school will not be able to meet the needs of a child and will recommend a change of provision through the EHC Plan.

The curriculum will plan for students' needs by:

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- Staff have training in supporting pupils with a range of SEND.

Information about your child's progress

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the tutor, House Leader, class/subject teacher, the SENDCo or a member of the senior leadership team. Please contact the school office who will arrange one for you.

Helping parents and carers to support their child' learning (Schedule 1: Point 6)

- Please look at the school website. It can be found at www.wolgarston.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the SNU (School News Update) includes a section that provides dates for Parents' Evenings, Parents' Forum meetings and contact details for the school.

- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organise a number of parent meetings during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

Overall support for students' well-being

The school offers a wide variety of pastoral support for pupils. These include:

- A broad and balanced curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms in place.
- A Parents' Forum Group meets regularly and provides a valuable way to listen to parents' ideas and concerns and seek their views, helping to make sure the needs of children and their families are met.
- Small group evidence-led interventions to support pupil's wellbeing delivered to targeted pupils and groups. These are identified on our provision maps located on the school website and aim to support improved interaction skills, emotional resilience and wellbeing.
- Support in the LSU during break and lunchtimes for students who find outside class times difficult. Students are also provided with alternative small group opportunities within the school where needed.
- Students' wellbeing and mental health is supported and underpinned by the school's Healthy School status.

Pupils with medical needs

- Pupils with specific identified medical needs will be provided with a detailed Health Care Plan, compiled in partnership with parents and, if appropriate, with pupil themselves. Staff who administer medicine complete training.
- All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

Training and CPD for staff working with those with SEND (Schedule 1: Point 4)

- The school provides training at three levels to all teaching and support staff. This training will be updated at regular intervals as identified by school leadership and as dictated by changes in legislation.

- The NHS Speech and Language Therapist when required to assess and plan support for targeted students. This is then delivered by a trained Learning Mentor.
- The Trustee with specific responsibility for SEND has completed SEN Trustee training.

Including students in activities outside the classroom including school trips

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

Accessibility of the school environment

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for pupils and visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

Preparation and support for students on joining or transferring to a new school

A number of strategies are in place to enable effective pupil's transition. These include:

On joining:

- An open evening for parents and pupils in Year 8 in the Autumn Term prior to their Transition to Wolgarston.
- A planned programme of visits provided in the summer term for pupils starting in September.
- House Leaders and SLT visiting the feeder Middle Schools in the summer term prior to Transition.
- Faculty and Department Heads meeting with colleagues at the Middle Schools to discuss pupils' attainment in preparation for setting at High School. Externally marked tests provide moderated assessment.

- Parent/carers being invited to a meeting at the school with their child's House Tutor and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo being available to all new parents through transition meetings with the feeder schools and holding separate meetings as required. This allows concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- Students transferring from another school will have school records requested immediately and a meeting will be set up with parents to identify and reduce any concerns as necessary.

Transferring (Schedule 1: Point 6)

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet staff in the new school.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Allocation and matching resources to the benefit of those with SEND (Schedule 1: Point 5)

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from Learning Mentors
- Small group support from Learning Mentors e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

Deciding how much support a student will receive

- For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will normally be taken at joint meetings with the SENDCo, House Tutor and parent. For pupils with an Education Health Care Plan (EHCP) this decision will be reached when the plan is being produced or annual review.

Discussion and planning the future of a student's education

This may normally be through:

- discussions with the House Tutor, class teacher, SENDCo or senior leadership team member
- during parents' evenings

Who to contact for further information (Schedule 1: Point 7)

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's House Tutor or House Leader
- The SENDCo
- For complaints please follow the School's Complaints Procedure which is available on the School website.

Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

- **Staffordshire Family Partnership** <https://www.staffs-iass.org/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on sfps@staffordshire.gov.uk

Information on where the Local Authority's Local Offer can be found. (Schedule 1: Point 9)

The Local Offer provides information for children and young people with special educational needs and their parents or carers in a single place

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Appendices

Clause 64

The Special Educational Needs (Information) Regulations comes into force on 1st Sept 2014.

This clause provides details on the prescribed information that must be included in the school **SEN information report**. Mainstream schools must include information on schedule I. This must then be published on the school website.

Schedule 1 Regulation 3(a)

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.
2. The school's arrangements for assessing the progress of pupils with special educational needs
3. The name and contact details of the SEND co-ordinator.
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
6. The role played by the parents of pupils with special educational needs.
7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
9. Information on where the local authority's local offer is published.

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Revision of the SEN and Disability Code of Practice Schools

4.34 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.

4.35 The information must also include information about **the arrangements for the admission of disabled pupils**, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEND. It should elaborate on the information provided at a local authority wide level in the Local Offer.