



# WOLGARSTON HIGH SCHOOL

Staffordshire

# *SEND*

## *Local Offer*

## A Statement of Policy

**Agreed at Full Governing Body Meeting**

Author:	Mrs K Weston
Readability Score:	19-20 Years
Next review:	January 2026 Reviewed annually

### Amendments

2024 SMC, KW  
2025 KW – removal of Mr McCosh's name

## **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 supporting students to access learning, the environment and to printed information.
- To give children and young people with SEND the opportunity to engage in the activities of the school alongside students 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 students 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 student need, through well-targeted continuing professional development.
- To support students 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.
- To have the same expectations about the behaviour of our SEND learners of all members of the school community, making reasonable adjustments where appropriate.

## **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)*

You can download a full copy of the SEND CoP at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

You can download a shorter version of the SEND CoP for parents at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## Extra Help

### How does our school know if children need extra help?

We know when students need extra help if:

- Needs are identified by parents/carers, teachers, or the student'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 testing
- A student asks for help
- A student has arrived with an EHCP

### 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 who can be contacted by e-mail on [office@wolgarston.staffs.sch.uk](mailto:office@wolgarston.staffs.sch.uk) , or by telephone on 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, aspiration or concern because resources are limited.

### How the school will support your child

- All students will be provided with high quality teaching that is differentiated within reason to meet the diverse needs of all learners.
- Students with a Special Educational Need or disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- SEND Support Plans will be in place for some SEN students.
- The quality of teaching and support 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 students in specific intervention groups
  3. work sampling
  4. scrutiny of planning
  5. teacher meetings with the SENDCO
  6. student and parent feedback when reviewing target attainment
  7. whole school student progress tracking
  8. attendance and behaviour records
  9. OFSTED Inspections

- Information on the quality of provision will be collated in a report to governors and OFSTED in the SEN Information Report
- All students have individual curriculum targets set in line with national outcomes to ensure ambition based on KS2 Fine levels for GCSE where available. Due to Covid Pandemic KS 2 SATS are not available for students who entered on roll in 2022 and 2023. Feeder school assessments have been used to predict GCSE performance. 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.
- Students 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 student 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 that 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 student.
- 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 student 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 SEND 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 student.
- 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 student. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Autism Inclusion Team if a student has a diagnosis of autism
  2. Hearing Impairment team
  3. Visual Impairment team
  4. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
  5. Educational Psychologist Service
  6. Educational Welfare Officers
  7. Social Services
  8. School Nurse
  9. CAMHS (Child & Adolescent Mental Health Service)
  10. SEND Inclusion Hub

- For a very small percentage of students, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Some students are admitted with an Education, Health and Care Plan in place.
- For students who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.
- 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 or its review.

#### **The role of the SENDCO and SLT:**

In our school, Senior Management and the SENDCO:

- Manage the day to day operation of the policy
- Co-ordinate the provision for and manage the responses to children's special educational needs
- Support and advise colleagues
- Oversee the records of all children with special educational needs
- Along with the House Tutor, acts as the link with parents
- Act as the link with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body
- Manage a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Contribute to the professional development of all staff
- Share information about SEND students with teaching staff at the point of admission to allow them to differentiate their teaching.
- Maintain and share the SEND Register adding and removing students as appropriate.

#### **The curriculum will plan for students' needs by:**

- Teachers plan using students' achievement levels, differentiating work to better match ability to work provided for all students in the classroom. When a student 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.
- Being a Visible Learning School some needs are met through everyday practice as work is scaffolded and structured to support students.

#### **Information about your child's progress**

- Attainment 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 house tutor or class/subject teacher. Please contact the school office who will arrange one for you.

### **Helping parents and carers to support their child's learning**

- Please look at the school website - [www.wolgarston.staffs.sch.uk](http://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.
- The class/subject teacher or SENDCO may also suggest additional ways of supporting your child's learning.
- The school organise parents' evenings during the year. These are advertised in the school newsletter, through the school's social media accounts 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, and their child's progress.

### **Overall support for students' well-being**

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

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support student's wellbeing delivered to targeted students 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.
- The School Student Council provides opportunities for students' voices to be heard.
- Support in the LSU during break and lunchtime for students who find outside class times difficult. Students are also provided with alternative small group opportunities within the school.
- SEND students have one to one meetings with the Learning Mentors
- Students' wellbeing and mental health is supported and underpinned by the school's pastoral system and the School's Inclusion Hub.
- Events throughout the year allow parents to come into school to meet with staff and professionals such as the Parents Breakfasts, focused on an area of need.

### **Students with medical needs**

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

### **Training and CDP for staff working with those with SEND**

- The school provides training to teaching and support staff. This training will be updated when appropriate, as identified by school leadership and as dictated by changes in legislation. This is supplemented by visits from the Autism Inclusion Team who provide advice to staff to support the success and progress of individual students

as required. For example, staff have received training in Attachment.

- The Governor with specific responsibility for SEND has completed the SEN Governor training.

### **Including students in activities outside the classroom including school trips**

- Risk assessments are carried out and procedures are put in place to enable children to participate in school activities through reasonable adjustments where needed.

### **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
- A covered and levelled outside social area with ramp access.
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- Two toilets have been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections
- A specific room for personal care needs is available if needed
- Lifts allow access to classrooms on the first floors of A Block and C Block.

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. The Disability Accessibility Plan is also available on 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 student's transition. These include:

#### **On joining:**

- An open evening for parents and students in Year 8 in the Autumn Term prior to their Transition to Wolgarston.
- A planned programme of additional visits is provided in the summer term for SEND students 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 students' 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.
- There is a Parents' Information evening held towards the end of the summer term for students starting in September at which the SENDCO is present.
- The SENDCO being available to new parents of students with SEND 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 and

a meeting will be set up with parents to identify and reduce any concerns as necessary.

### **Allocation and matching resources to the benefit of those with SEND**

The school receives funding to respond to the needs of students with SEND from a number of sources: A proportion of the funds allocated per student to the school to provide for their education (the Age Weighted Student Unit); The Notional SEN budget: The Student Premium funding for students who meet certain criteria. In addition, for those students with the most complex needs, the school may be allocated Additional Educational Needs funding. In specific circumstances Individual Needs Funding can be applied for. This funding is then used to provide the equipment and facilities to support students 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
- Material resources as necessary
- Small group reading intervention in the Library for identified students.
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- CPD relating to SEND for staff

### **Deciding how much support students will receive**

- For students with SEND but without an Education Health and Care plan, the decision regarding the support required will normally be taken by the School Inclusion Group of the SENDCO. For students with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or following its annual review.

### **Who to contact for further information**

If you wish to discuss the educational needs of your child with SEND please contact the SENDCO at [office@penkvalley.co.uk](mailto:office@penkvalley.co.uk) marked for the attention of Kate Weston, or call 01785 788400.

### **Support services for parents of students with SEN include:**

SENDIASS Staffordshire Family Partnership - <https://www.staffs-iass.org/home.aspx>

### **Information on where the Local Authority's Local Offer can be found.**

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

[Staffordshire Connects | Special Educational Needs and Disabilities Local Offer](#)

### **Admissions:**

Admissions are conducted on behalf of the school by Staffordshire Local Authority to avoid discrimination. Students with EHCPs will have a named school in their plan as part of their Annual Review prior to joining the school.