

SEND Information Report

Wollaston School



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Introduction

At Wollaston, we believe in the participation of all. We want all members of our school community to participate in learning and we celebrate all members of our community. We want to build on our ethos of inclusion for all and ensure we are responsive to the backgrounds of our students and to their interests, experience, knowledge, and skills.

Wollaston School is a mixed comprehensive school for students aged 11-18. There are currently 1400 students on roll. Students on the SEND register have needs that broadly cross the four designated areas of SEND as stated in the Code of Practice 2014; Cognition and learning, Communication, and interaction; Social, emotional, and mental health and Sensory/ Physical needs.

How we identify SEND

At different times in their school career, a young person may have a special educational need. The Code of Practice defines SEND 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 student is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum intended to overcome the barriers to their learning.

How does the School know if a student has SEND needs, or what should I do if I feel I need SEN support for a student?

The SEND team liaise with the SENDCos of all the Primary feeder schools and will be alerted to students with an identified SEND. In addition to this, the SEND team have access to student folders, so further relevant information from the Primary settings is shared and then can be disseminated to Wollaston School teaching and support staff, as required. Year 6 SEND students will have the opportunity to attend an additional transition morning, where they meet the SEND Team. Parents and carers of SEND students will have access to the SEND team’s contact details so they can make contact in the summer term to discuss transition and any concerns around it.

Identification of young people with SEND will take place through analysis of CATS data, NFER testing data alongside progress and attainment data for each subject. Information is gathered from teaching and support staff and interpreted by the SEND team. Following on from this, in-depth information on a child is gathered through classroom observations, meetings with parents and relevant assessments.

Referrals are made as appropriate, working with external agencies, such as Educational Psychologist and Community Paediatrician who will be involved to ascertain a child’s Special Educational Need. Once a pupil has been identified, and during the process of identification, relevant interventions are put into place to ensure the child can access their learning and receive the appropriate support.

We employ a cycle of assess, plan, do, review as per the graduated approach stated in the SEND Code of Practice. If you think your child has special needs and this has not already been identified by their

primary school, then an appointment can be made to see the SENCo and your child's needs can then be discussed.

How will school staff support my child?

The SENCo is responsible for leading SEND, which is carried out in close liaison with the senior leadership team. A team of specialists work alongside the SENCo to ensure students are supported both inside and outside of the classroom. In addition to teaching staff who support SEND, it is delivered by the:

- SENCO
- Assistant SENCo
- Learning centre manager
- 10 Learning support assistants
- 1 HLTA for Maths
- Educational Psychologist whom we commission from the LA
- Welfare support staff (part of our pastoral support hub)
- Working with external agencies through SSS to access additional support
- Early help assessments

The SENCo will involve parents and carers in all support plans for the student. School staff will measure the impact of the support given to the student and the progress the student is making. The SENCo will also coordinate 'Team around the child' meetings: this involves all staff teaching, or supporting, a particular student coming together to share good practice and updates. This ensures that all staff have the key knowledge and strategies they need to successfully support a child.

How will the curriculum be matched to my child's needs?

The school recognises that young people are at different levels in their learning and learn in different ways. Where young people are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised), these are targeted intervention programmes such as literacy and numeracy
- Individual class support / individual withdrawal
- Personalised curriculum where appropriate
- Further differentiation of resources
- Lunchtime nurture / support groups.
- Speech therapy sessions (where referrals have been made)
- Variety of counselling / self-esteem programmes of intervention
- Use of technology / laptops/ touch typing/ reading pens
- Occupational therapy / physiotherapy interventions (where referrals have been made)
- Individual reward charts / behaviour charts
- Pastoral support for children with SEMH
- Service Six counselling external referral
- Use of sensory equipment to be utilised during a sensory break
- Phonics intervention
- Reading programme

What support will there be for my child's overall wellbeing?

The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups, we have peer support and lunchtime clubs to support all children in building friendships. Pastoral needs are discussed in weekly welfare meetings and impact of interventions is reviewed accordingly. We offer a range of interventions including:

- Service Six counselling
- ARC resilience and wellbeing support
- Weekly 1:1 Key worker sessions or well-being officer

What specialist services and expertise are available at or accessed by the school?

We commission the services of:

- Educational Psychologist
- NHS Speech and Language therapist
- Occupational Therapist
- Physiotherapist
- ASD/ADHD team – ADHD specialist nurse
- Community Paediatrician
- Child & Adolescent Mental Health Service (CAMHS)
- Early Help and prevention practitioners
- Teacher of the Deaf Schools and Teacher of Visually impaired can also look at what is available on the Local offer in this area and make a referral if relevant:

<https://www3.northamptonshire.gov.uk/councilservices/childrenfamilieseducation/send/local-offer>

What training do the staff supporting children and young people with SEND receive?

In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Need and Disabilities Coordinator is a qualified teacher, working at Wollaston School and has statutory accreditation.

All staff are trained in how to best support all vulnerable learners to maximise their achievement as part of the academy development plan and annual schedule of continuous professional development. Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the academy from the open market. Service level agreements and quality assurance criteria are put in place at the point of commissioning and senior leaders are responsible for reporting to governors on the efficacy of these arrangements (including value for money).

The SENDCo attends relevant Network Inclusion Meetings and Annual Inclusion Conferences to keep up to date with any legislative changes in SEND. Staff meetings are regularly delivered by the SENDCo throughout the academic year, to ensure that all staff have a breadth of knowledge about SEND. Staff are trained in relevant and necessary needs as appropriate to match the needs of the students on roll. In addition staff are trained in up to date and relevant practice in order to have high quality skills to support and teach students with needs, this may include attachment training for example. Training from specialist support services such as the visually impaired is reviewed annually with updates provided to staff as appropriate.

Opportunities for learning

All students should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCo to discuss specific requirements. Staff at Wollaston are aware of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments". 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 in 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 often 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.

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation. No child is ever excluded from a school trip/residential: the trips are fully inclusive through risk assessments.

How accessible is the school?

We consult with specialist professionals and parents to ensure that we are able to provide the equipment and facilities to support all children. There is wheelchair access to most areas of the school, including the outside environment, and a student in a wheelchair would have full accessibility to all areas of the curriculum.

How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

The child and parents/carers will be invited to look around the school and meet the SEND team. We will contact any Primary settings that your child has attended, to gather information about their needs. We will contact any specialist services that support your child to ensure that we are working in partnership to achieve the best outcomes for your child. SEND students will have the opportunity to attend an additional transition session. At the point of post 16 education, students with EHCP are given a careers interview. Where a student may go to an alternative post 16 provision the school works with those settings to ensure a smooth transition.

How are the school's resources allocated and matched to a child's or young person's special needs?

The school's SEND budget is allocated to meet the needs of the children on the SEN Register. The progress and attainment of all children is tracked, and resources are allocated according to need. The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate. When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our academy will fund this as additional SEN support up to £6,000 per annum for each individual pupil known as 'notional funding'. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Higher needs funding known as early help funding. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Wollaston School will, wherever possible, join with other schools in joint purchasing/hire of equipment that may initially be within our trust.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

How is the decision made about what type and how much support my child receives?

Following guidance from the Code of practice 2014, Wollaston School adopts early identification following a graduated response. Children are identified through the information from the primary setting or teacher referrals to the SEND team. Appropriate actions are identified from these referrals.

Progress is monitored through pupil progress meetings, personalised learning support plans and intervention targets. Children are assessed in a variety of ways:

1. Reader Programme
2. GL tests CATS
3. Teacher in class assessments

What do I do if I have a complaint about SEN provision for my child?

In the first instance we encourage you to contact the SENDCo to discuss the current provision. If there are still concerns, then please contact the Simon Anderson (Senior Deputy Head/ Head of School) the unlikely event that your concern is not resolved, then please follow the school's complaint policy.

For children who are looked after by the local authority the arrangements outlined above apply to children who are looked after by the local authority where the child has special educational needs.

Who can I contact for further information?

For the Local Offer

<https://www.northamptonshire.gov.uk/councilservices/children-familieseducation/send/local-offer/Pages/default.aspx>

Parent Partnership – Information, Advice and Support Service:

Website: <http://www.iassnorthants.co.uk/Pages/home.aspx>

Alternatively, you can email contact@iassnorthants.co.uk Telephone: 01604 364772 (Monday to Friday from 9.30am to 4.30pm)

Department for Education: <https://www.gov.uk/government/organisations/department-foreducation>

DfE: Promoting the education of looked after children and previously looked after children
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_lookedafter_children_and_previously_looked-after_children.pdf

If you require more information about our school, please go to our website:

<https://www.wollastonschool.com/>

SENDCo – codnerc@wollaston-school.net

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