

SPECIAL EDUCATIONAL NEEDS – INTRODUCTION

Our School has a well-established Learning Support Faculty, with five experienced staff, specially trained to meet the varied and changing needs of all pupils.

Wolstanton High School aims to provide the most appropriate provision for any student who has special education needs or disabilities and ensure that, where there is evidence that the student has significant needs, those needs will be made known to all who are likely to teach him or her.

The School seeks:

- To help each student develop his/her potential to the full,
- To ensure that each student leaves school with the core skills of literacy, numeracy and social independence, which he/she will need in adult life,
- To help each student learn to appreciate and value his/her own strengths,
- To enable students to have the skills to take their place in society.

“Our whole philosophy is built around flexibility of support and doing out utmost to create the best environment and facilities for students to be happy and successful. If it is possible – we will try it and if it seems impossible we will look for a way to try to make it happen.”

A wide range of provisions are available for any student who has Special Educational Needs and/or Disabilities (SEND). Where there is evidence that the student has learning or emotional difficulties we will support these students under the SEN Support Category as described by the SEND Code of Practice 2014. Students with an Education, Health and Care Plan (EHCP) will be supported to meet those specific objectives.

Wolstanton High School is an inclusive school and all pupils on role will have access to all on-site provisions if required. The SEND Policy adheres to the Equalities Act 2010 and the SEND Code of Practice legislation introduced as part of The Children’s and Families Act 2014 we welcome all pupils regardless of their special educational needs or disabilities.

The Local Offer documents all Special Educational providers and provisions available in the area and beyond as a means of informing parents and young people of the choices available to meet their individual needs.

What are the aims of the support provided?

Each of the provisions and interventions used in the School are targeted at the outcomes desired for the individual student concerned. Some of the outcomes most commonly aimed for and achieved are:

- Academic progress
- Improved behaviour
- Improved attendance
- Social skills development
- Feeling happier
- Greater confidence and independence
- Being prepared for transitions, whether into further stages of education or into work.