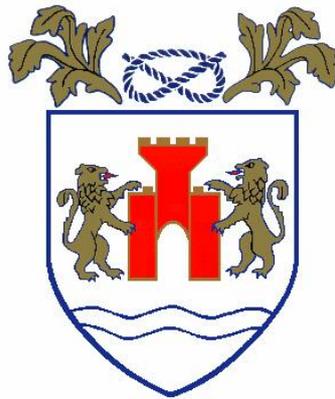


Wolstanton High School
A Shaw Education Trust Academy



Local Offer
Special Educational Needs
Information Report

Local Offer

Special Educational Needs Information Report

Wolstanton High School is committed to Inclusion. At Wolstanton High School we believe that all pupils, including those identified as having Special Educational Needs/Disability have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We support all of our pupils to be fully included in all aspects of school life.

To support our philosophy in ensuring our school is inclusive the school uses the funding it receives to support pupils with special educational needs through the following:

- A full-time Special Educational Needs Co-ordinator (SENCo) who is a qualified teacher. Currently not in post so the responsibility temporarily lies with the Headteacher, Mrs Thomas.
- An Assistant SENCo.
- 3 Teaching Assistants
- 3 Inclusion Support Assistants
- Behaviour Support
- Autism Outreach Team, Coming into school for personalised support for pupils with ASD
- Teacher of the Deaf for all pupils with hearing difficulties – giving regular advice and support
- Staff who have had additional training in the delivering of support to deaf pupils
- Outreach disability support for pupils with mobility difficulties
- SENSS
- Education Psychologist
- Young Carers Support
- Younger Minds Support
- Dove Bereavement Support

Questions you may wish to ask

How does the school know if pupils need extra help and what should you do if you think your child/young person may have special educational needs?

The Special Educational Needs Coordinator (SENCo) liaises with the SENCo from the feeder Primary schools during Y5 and Y6 if the young person has a Statement of Educational Needs or has been identified as having additional needs.

The SENCo visits all feeder Primary Schools in Term 6 of Year 6 and gathers information from class teachers and the SENCo about any pupil who has been identified and is receiving extra support which is 'additional to and different from' the teaching within their class.

Information regarding pupils who have been placed on the Special Needs register in Primary School is passed on through the school SIMS information process via the Local Authority.

On entry into Wolstanton High School pupils are assessed using the Accelerated Reading Test and Cognitive Assessment Tests (CATS). Teacher Assessment and SATS levels are passed on from Primary schools. The data is analysed and pupils who meet the criteria set for intervention which is additional to or different from the majority of pupils of the same age, are placed on the SEN Register and receive intervention to meet the individual need.

Pupils in Y7-Y11 can be referred to the Special Needs Faculty by subject teachers. The SEN referral process enables the SEN teachers to access a range of data on a young person. If the data raises concerns about progress or specific difficulties further assessment takes place and additional support is put in place for the young person.

Do you have a particular question about your child's particular need? Do you need more advice?

Parents/Carers can contact the Assistant SENCo either by telephone 01782 742900 or by email CAL@wolstanton.shaw-education.org.uk

How will the education support my child/young person?

Our school Provision Map shows the range of interventions which exist and pupils can be placed within any of the interventions when we identify a need.

If a child/young person has a Statement of Educational Needs or an Education Health and Care Plan (EHC) he or she will have a Key Teacher from the SEN Faculty. The Key Teacher will organise additional provision for the particular area of need and the young person will receive a package of support. Each package of support is individual to the young person.

The Key Teacher will contact you as soon as your child joins the school. You will be invited to two full meetings per year but will be contacted throughout the year on a regular basis through email, phone calls. You can contact the Key Teacher whenever you feel it is necessary.

Pupils who have been identified as *SEN SUPPORT* receive additional support which is typically a weekly support lesson delivered by teachers within the SEN Faculty. You will be informed about the intervention once your child has been identified. All programmes of intervention are designed to meet the particular need of the pupil. At the beginning and end of the intervention the pupil is assessed and if satisfactory progress is made the intervention will cease. Pupils can be placed in more than one intervention.

If your child/young person has a specific need or a diagnosis, subject teachers will be given strategies for working with the pupil or if deemed necessary information via the *Pupil Profile*. The profile will give a pen portrait of your child, classroom management strategies and will include information from your child about what helps them to learn in class. The *Pupil Profile* also contains information on assessment data and the provision your child/young person receives via the SEN Faculty.

The SENCo and the SEN Team use the school data system to track all pupils with additional needs.

The SENCo prepares regular reports for the Academy Council on SEN pupil progress.

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

Subject teachers differentiate their curriculums to support pupils with additional needs. The school has a team of Teaching Assistants who work within each year group. Teaching Assistants work within the classroom and also deliver interventions to provide support for identified pupils.

Pupils in Y7-Y11 can be taught in small groups for English and Maths with specialist support from the SEN Faculty. Pupils within these groups are taught a differentiated English curriculum and in Y10 and Y11 complete GCSE and/or Entry Level English.

Pupils in Y10 and Y11 who are working significantly below National Expected levels and who may find GCSE curriculums too challenging can study alternative curriculums which are accredited through various awarding bodies and the AQA Unit Award Scheme.

The SEN Faculty provides strategy sheets for a range of needs. Examples are Specific Learning Difficulties –Dyslexia, Dyspraxia, Speech, Language Communication Needs, ASD, Social Communication Difficulties, slow processing skills and memory difficulties.

The SEN Faculty runs workshops on Differentiation within the school Continual Professional Development Programme.

SEN teachers and Teaching Assistants are available to give advice and support to Subject teachers.

How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?

Parents will receive progress reports in line with the whole school reporting system.

Pupils who have Statements of Educational Needs or who have additional needs and specific diagnoses relating to ASD will have twice yearly reviews arranged by the Key Teacher.

The SEN Faculty operates an Open House Policy, Parents/Carers are welcome to contact the SENco or SEN teachers with any questions about progress and an appointment can be made to discuss concerns where necessary.

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

The wellbeing of our pupils is a primary concern. Pupils are supported with their social emotional development through the Tutor programme, through the curriculum and extra-curricular activities.

We are very proud of the pastoral support we offer to our pupils. Pupils can access support through the SEN team via their Key Teacher, Tutor or Head of Year, the school Learning Mentors and the Pastoral Support Team.

Pupils on the SEN register can access support through the Safe Haven which is a break and lunchtime facility offering a quiet area with access to an adult. We also offer crisis cover during lesson time through the SEN base.

Pupils on the SEN register can come to the SEN base before and after school. Pupils who have medical needs and who require a transition programme back into school after an absence can have support through the Pastoral Support Room.

Pupils who require medication can do so through the school First Aid provision.

Pupils who are on the SEN register due to behavioural needs have provision through the Pastoral Support Team. Pupils are attached to key staff and have personalised timetables of support depending on need.

The school is committed to listening to 'Pupil Voice'. Pupils from each year group are invited to join the School Council. There are termly meetings and along with the Y11 Prefect Team, the School Council is consulted on any new developments introduced into the school.

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

We have access to a Primary Mental Health specialist from Child and Adolescent Mental Health Service (CAMHS) each term.

The SENCo is able to refer to the Educational Psychology Service and we have access to core time through the service.

Our school nurse works in our school every Wednesday.

The SENCo and the Pastoral Support Team are able to refer to the Autistic Spectrum Disorder Outreach Team, the Behaviour Team and the Local Authority Learning Improvement Team (SENSS), the Early Response Team.

All external partners we work with are vetted in terms of safeguarding.

What training has the staff supporting children and young people with SEND had or are having?

- Safeguarding
- Dyslexia
- Autism
- Deaf Awareness
- Attachment Theory
- Precision Teaching
- Wheelchair Training
- Monitoring Levels
- Behavioural Support

All staff within the SEN Faculty have taken part in extensive training in ASD, Specific Learning Difficulties, supporting challenging behaviours, Better Move On, Talking Partners and Down Syndrome.

The SEN Faculty provides SEN training for the whole school through the Continual Professional Development Programme. This takes place through a series of twilight workshops throughout the year.

Newly qualified teachers and new staff are trained and briefed on Special Educational Needs at Wolstanton High School.

How will my child/young person be included in activities outside the classroom including school trips?

All pupils are included in school trips. Pupils with additional needs are supported by Learning Support Assistants, SEN teachers or pastoral support staff. The SEN team works closely with parents/carers prior to the trip in order to fully support the pupil/young person.

Pupils are encouraged to join extra-curricular clubs such as Art and Science club and sports.

Where there are concerns for safety and access a personalised risk assessment is carried out.

How accessible is the education setting?

The school has two blocks. Both blocks are fully accessible with lift access and disabled toilet facilities.

The school has a number of disabled toilets and changing facilities.

We monitor the languages spoken by families in our setting and make use of translation site via our website. We can arrange for a translator to attend meetings when necessary.

All newsletters and documents can be translated where necessary.

How will the education setting prepare and support my child/young person to join the setting, transfer to a new setting or the next stage of education and life?

The SENCo works closely with feeder Primary schools and attends Y5 and Y6 review meetings of pupils/young people with Statements and EHC plans.

The SENCo provides an extensive transition programme for Y6 pupils who have significant Special Educational Needs. The personalised programme of visits to the school can begin as early as May in the pupil's Y6 year.

There is a three week transition programme in Term 6 of Y6 where pupils identified by primary schools can make afternoon visits to the school. During the visits the pupils gain confidence by touring the school, meeting key adults and taking part in fun activities.

The SEN team supports pupils moving from Y11 into Further Education by liaising with other providers, supporting visits and interviews, and setting up meetings for young people, parents and course providers.

The SEN and Pastoral team work closely with personal advisors from the Preparing for adulthood Team.

How are the education setting's resources allocated and matched to the children's/young people's special educational needs?

The SENCo prepares a costed Provision Map at the beginning of each academic year. The SENCo has access to the budget details and works with the Director of Business & Finance to ensure resources are allocated to meet specific needs.

Our finances are monitored and audited regularly both internally by the Director of Business & Finance and externally by the Shaw Education Trust.

Under the new Code of Practice an Education Health and Care Plan may identify that additional money is required. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

How is the decision made about what type and how much support my child/young person will receive?

Should additional support be necessary as determined by assessment, a pupil will be placed in the relevant timed intervention.

Parents/Carers will be notified via letter and will be able to make an appointment to discuss the school's decision if they so desire.

All interventions are monitored for impact and outcomes as defined at the start of the intervention. Pupil progress will be monitored through assessment at the beginning and end of the intervention.

How are Parents/Carers involved in the education setting?

Wolstanton High School encourages parents to be fully involved in their child's education.

The SEN team works closely with Parents/Carers. Your child's Key Teacher is available via phone or email. We welcome your support at any time.

Parents/Carers are invited to become involved in school life through the Parent Teacher Association, School Governors.

Who can I contact for further information?

Assistant SENCo	Carolyn Lear	01782 742900 Extension 2933	CAL@wolstanton.shaw-education.org.uk
Teaching Assistants:	Ruth Hamer Angela Sigley Lynsey Mould	01782 742900 Extension 2933	RH@wolstanton.shaw-education.org.uk AJS@wolstanton.shaw-education.org.uk LN@wolstanton.shaw-education.org.uk
Inclusion Support Assistants	Glen Blackley Rebekkah Stanier	01782 742900	GB@wolstanton.shaw-education.trust.org.uk RLS@wolstanton.shaw-education.org.uk