

The Wilnecote School

School Information Report for Special Educational Needs

Introduction

The Wilnecote School is a fully inclusive school that provides for all students with additional needs, offering the appropriate level of support for individuals to allow them to access the curriculum and their learning alongside their peers. The Wilnecote School has 'Full Dyslexia Status' and is aiming to continue with this in the future in providing support for pupils with dyslexia and other learning difficulties. The school has a Special Educational Needs policy that is available via the school website or from reception at the school.

We are committed to improving attainment for students with Special Educational Needs and offer a range of personalised learning interventions/opportunities to support this. The areas of need may be reflected in:

- Learning difficulties
- Communication difficulties
- Autism spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

The school environment has been adapted so that pupils may access provision inclusively whether they have learning or physical needs. It is fully wheelchair accessible and has a physiotherapy room, disabled changing and toilet facilities, and a swimming pool that is fully equipped for disabled students. The wide ranging curriculum is differentiated to the needs of the individual pupil with resources available to enhance the learning style of all pupils.

Additional support maybe needed for some pupils, which can be in the form of:

- Teaching Assistants
- Practical Aids
- Personalised Care
- ICT
- 1-1 teaching support
- Small group interventions
- Physiotherapy (includes small swimming group with trained TAs)
- 1-1 Reading
- Movement around the school
- Meet and greet service.

- Speech, Language and communication Skills
- Alternative therapies
- Numeracy and Literacy Interventions
- Social Skills groups
- Nurture group
- Homework Club
- Quiet room (for pupils who need an area to relax and calm down)
- Keyworkers
- Mentoring
- Autism Outreach sessions

During the school year all interventions and additional support will be reviewed and monitored. Pupils who receive extra support will have a Provision Map that will highlight the interventions that your child is/has received during their time at the school.

Access arrangements for examinations will be assessed for individual pupils where required to allow them to access and obtain qualifications alongside their peers.

SENs Department

At The Wilnecote School we have a department that will provide all the support for pupils with Special Educational Needs. The SENCo is Mrs T. Dayus, who is a Dyslexia Specialist. The SEN Governor is Mr M. Howell who can also be contacted via the school.

The department has a broadly qualified team of teaching assistants, highly skilled and widely experienced group of practitioners who access ongoing training in all areas within special education, and who all have been trained in First Aid. A number of teaching assistants have specialised in dyslexia, dyscalculia, physical disabilities, autism, counselling and alternative therapies.

The Resourced Provision

The Wilnecote School has a resource unit for pupils on the Autistic Spectrum. There are 6 places within the unit. These places are allocated through a specialist commissioning team, who via consultation with the school, make the final decision as to the placing of pupils within the unit.

The pupils in the unit have a personalised plan which will support them to access the curriculum and their learning. Pupils will be encouraged to increase their participation and independence within mainstream lessons at a pace that is suitable for the individual, and which will enable them to progress and attain alongside their peers.

For Parents and Carers

How will the school identify my child's needs and what should I do if I think my child has special educational needs?

If you have any concerns regarding the Special Educational Needs of your child you should contact Mrs T. Dayus (SENCo) via the school or by emailing:

sen@wilnecotehighschool.org

This will enable us, together to discuss the concerns you have regarding your child and investigate further their progress and complete any additional assessments that maybe needed.

Student's progress is regularly monitored by the school and teachers. This gives an overview of students' attainment and identifies any students who are not making the expected progress. If a student is highlighted as having concerns we will contact you to arrange a meeting to discuss how we can all work together to help your child.

The four areas of special needs are:

- Communication interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The school will identify the difficulties your child is experiencing and put appropriate support in place for them to access their learning. Referrals may also be made to your child's G.P, the school nurse or outside agencies to help with assessing the needs of your child:

Educational Psychology Service

Child Adolescent and mental Health Service (CAMHs) – NHS

Sensory Support Service (Hearing and Visual)

Occupational Therapy – NHS

Speech and Language Service - NHS

Child and Young Person Services

Education and Employment Team – Children's Services (SEN)

Midlands Psychology Service

Autism Outreach

Testing Arrangements

If concerns are raised by yourself or the school regarding your child's ability to access their education we may use a range of tests to help us identify the difficulties your child is having. There are a range of tests we can use identified below:

- WRAT4
- WRIT
- TOWRE2
- CTOPP2
- Renaissance Reading Test
- Dash
- Lucid Lass 11-15

How will the school support your child?

For the majority of student's quality first classroom teaching will fulfil their learning needs. Some students may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. These students will not be on the SEND register. Some students may necessitate small group intervention from a qualified teacher or specialist to bridge a learning gap or to develop strategies to overcome a particular need i.e dyslexia, dyspraxia. They may also access some support from a teaching assistant in lessons.

If your child has been identified as needing support we will monitor their progress closely looking at their progress data (provided termly) and liaising with their subject teachers to ascertain whether the level of support is suitable or if it needs to be adapted more specifically to their needs.

Teachers will differentiate the curriculum on a regular basis as a usual way of working. These students will be identified on the register as School Support. For a few students with more complex needs they may require more intensive and long term support in order to attain at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly the provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team.

For pupils with medical needs we will work closely with parents, pupils and outside agencies to provide a tailored programme of support that allows them to flourish and attain alongside their peers. We will monitor and evaluate their progress by collaborating with their subject

teachers and analysing their targets and actual progress on a termly basis. We actively encourage parents to communicate with the staff and SEN team so that the needs of the pupil are addressed promptly and sensitively.

Care Plans and Risk Assessments are created and updated regularly so that staff are aware of the needs of your child, and the safety precautions that have to be implemented for them to access their learning alongside their peers.

How will the school support my child's overall well-being?

For some pupils school is not always an easy experience due to social and emotional challenges which can make it difficult for them to access their learning. For more vulnerable children the involvement of our Student Support Worker, Mrs F. Taylor might need to be incorporated to provide individual or group work to allow them to alleviate their worries and anxieties.

We work closely with the house tutors, form teachers, the pastoral team and outside agencies to offer a comprehensive package of support allowing children the opportunity to share their worries or concerns with a specially trained member of staff. The Student Support Worker will encourage them to re-engage with mainstream school, whilst keeping long term contact with the child if it is deemed necessary.

Some children may need to remain under the care and guidance of our Student Support Worker throughout their time with us, whereas some pupils, may require emotional support on a short term basis. We will guide students in need of support and care, and always maintain a safe and supportive working relationship with parents and carers, to help them gain the independence and confidence to work alongside their peers.

At The Wilnecote School we aim to work in cooperation with students and parents to create the best learning environment for all students. All parents are invited into school regularly throughout the academic year to discuss your child's progress. We encourage all parents to contact your child's form tutor or Head of House if you have any concerns in the first instance.

If your child is placed on the SEND register at School Support level we will contact you into school to meet with the SENCo. We will explore the strengths and the areas your child is having difficulties with, so that together we can develop strategies to achieve the best possible outcomes for your child at our school. We encourage all parents with students on the SEND register to be involved with this process alongside their child.

For a number of students that have an Educational Health Care Plan (EHCP) we also hold an Annual Review which is monitored by the Local Education Authority to ensure that the best provision is being provided for your child. This will enable you and your child's views to be taken in to consideration when planning their support and progress.

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

We make every effort to include **all** pupils in school trips. An individual risk assessment maybe required in order to ensure that everyone is fully included and all precautions are taken. We will also endeavour to prepare your child in advance for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day.

How will The Wilnecote School prepare and support my child to join the school and then transfer to a new school?

The Transition Co-ordinator and the SENCo liaise with Year 6 teaching staff, support staff and SENCos from feeder schools. In some cases, it may be necessary for a school representative or specialised agency to meet the child in their home environment prior to entry.

Extra transition sessions are arranged for some pupils with SENs, and there is a small specific group that is organised in the last 3 months of the school year for pupils who have more significant needs and who it is felt would benefit for a structured integration programme. These pupils attend on a weekly basis to enable them to develop new friendship groups, link with their keyworkers and become more familiar with the school environment.

Transition to further education is coordinated between the SENCo and support staff of the local colleges, alongside that of the school's careers advisor. If your child has a Health Education Care Plan then the future needs of your child will be discussed with you at their meetings from KS4 onwards, so that the views of yourself and the child are at the heart of organising their further education.

How are the school's resources allocated and matched to children's special educational needs?

The local authority provides funding for schools to meet the needs of all pupils with SEND. This is worked out using the information about the pupil's prior attainment and the socio-economic make up of the school cohort. We allocate support according to the need and ensure that all additional interventions are funded to support children's progress. If your child has an Educational Health Care Plan, we will ensure that the provision specified in Part 3 is provided.

SEN Parent Support Group

The SEN department have a SEN Parent Support Group who meet termly to discuss ways in which they can support SEN pupils within the school and their parents. They organise training for parents regarding dyslexia, autism, dyspraxia, etc and have opportunities to raise ideas or concerns that they feel they would like to address within their meetings.

Pupil SEN Group

The SEN pupils of The Wilnecote School have a group that meet every half-term who, with TA support, organise events and raise awareness of a range of Specific Learning Difficulties that our pupils need to know about. The SEN pupil group are actively involved in fundraising for a range of medical and Specific Learning Difficulties during the school year.

Where do I find more information regarding Staffordshire's Local Offer?

For further information please follow the link below.

<https://education.staffordshire.gov.uk/Pupil-Support/SEN-and-Vulnerable-Children/SEND-Reforms/Local-Offer/Local-Offer.aspx>

The Complaints Procedure

If you have liaised with the school and staff and you are still concerned about the support and guidance your child is receiving, please follow the link below to the complaints procedure.

[http://www.wilnecotehighschool.org/cms/js/ckfinder/userfiles/files/CAT%20Complaints%20Policy%20-%20Wilnecote%20\(Carl%20Savage\).pdf](http://www.wilnecotehighschool.org/cms/js/ckfinder/userfiles/files/CAT%20Complaints%20Policy%20-%20Wilnecote%20(Carl%20Savage).pdf)