

WICKERSLEY

SCHOOL & SPORTS COLLEGE

POLICIES

SEND SCHOOL INFORMATION REPORT



Wickersley School and Sports College is a mainstream school which is part of the Wickersley Partnership Trust.

Our **Mission Statement** states:

‘We want to send every young person into the world able and qualified to play their full part in it’

Wickersley School and Sports College is dedicated to:

- Supporting all pupils to achieve their full potential and prepare them to live as well-adjusted, autonomous and valued members of society.
- Ensuring students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- Providing a broad and balanced curriculum, relevant and differentiated, which demonstrates both progression and coherence.
- Ensuring all teaching staff share responsibility for the progress of SEND students in their care.

1. How does the school know if students need extra help with learning?

- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- We have close links with feeder primary schools to ensure information on Y5/Y6 students with SEND is shared.
- Parents/carers and students are fully involved in the identification and assessment of SEND, and we strive for co-operation between all agencies concerned.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school’s provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Wickersley School and Sports College, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Health diagnosis through a paediatrician
- Diagnosis of a neurodevelopmental disorder through CAMHS (Child and Adolescent Mental Health Services)

If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age related expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

2. What should I do if I think my child has special educational needs?

Contact either your child's form tutor to discuss concerns or the SENCO (Alexis Price) or the Deputy SENCO (Deborah Collins) directly to discuss any concerns you may have.

3. How will school support my child?

Our Assistant Headteacher for SEND, Alexis Price, oversees all support and progress of any child requiring additional help across the school.

The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made. Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCO and Deputy SENCO are responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- *Additional adult support in the classroom* – Learning Support Assistants (LSAs) who support the teacher in ensuring the learning of whole class and individual students.
- *Timetabled interventions* - Intervention takes place through Personalised learning, RWI intervention, the Literacy intervention department and the Numeracy intervention department. Support is provided through timetabled classes and withdrawal from other lessons to complete a structured programme of intervention.
- *One to one sessions*– identified students come out of some lessons for pre-arranged sessions with LSAs on, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.

The SENCO and Deputy SENCO will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

- Some students are given a keyworker who works with students identified as needing additional individualised intervention. Keyworkers meet as a minimum on a half termly basis with the student to review progress and set SMART targets as well as providing staff with specific strategies to address the needs of the student.
- Some students are given a mentor, who works with students who are underachieving academically, sets short term, measurable targets and reviews progress towards these targets.

Furthermore, the Curriculum Support Department collaborates with other specialist departments in the school including:

- Intervention Mentors

We currently have a team of Intervention mentors under the management of Mrs V. Lang whose primary responsibility is to identify, support and monitor the progress of underachieving students. This includes mid-term transition students and students with a range of medical needs. The department also provide support for pupils from our non-feeder schools during Y6/Y7 transition.

- ACE Space

Mrs Lesley Stockdale currently leads the ACE Space. Working in close collaboration with the Curriculum Support Department and other departments in school they support students with Autistic Spectrum Condition (ASC). This responsibility includes identifying and helping to remove barriers to learning and advising on an alternative curriculum, or targets to suit the individual needs of identified students. They provide in-class support for individual students as well as leading one-to-one support in the department. The ACE Space provides students with a safe and quiet area which students can access; this area is always manned by one of the Autism specialists. Furthermore, this space is made available to students at lunchtime and break time for students to socialise with their peers.

- Personalised Learning

Further to other intervention in school the Personalised Learning Department works with students on specific areas of learning difficulties which are not addressed via other literacy interventions in school. This is through timetabled lessons and withdrawal from classes, in which students work through a programme of intervention.

- Hearing Impaired Resource Base

The school hosts the Rotherham provision for hearing impaired students. The team is led by a Teacher of the Deaf, Julie Campbell and includes other Teachers of the Deaf, Communication Support Workers and Specialist Support Workers, and a Deaf Instructor. An Educational Audiologist and a Speech and Language Therapist also provide weekly support and intervention sessions to identified students.

The Communication Support Workers and Specialist Support Workers provide specialist in-class support to identified students, based on their individual needs. Some students also receive one-to-one and small group specialist teaching within the resource base.

All teaching staff in the school are regularly provided with strategies to effectively support hearing impaired students.

Admission to the resourced provision is determined by Rotherham Local Authority.

- Student Development and Progress (SDP)

Mrs Elaine Renavent (Headteacher) is the director of Student Development and Progress in school.

The department is staffed by 5 inclusion officers, is responsible for the development and progress of all students and is particularly concerned with pastoral matters. In collaboration with the Heads of Year the team is responsible for drawing up Pastoral Support Plans (PSPs) for students at risk of exclusion from school due to attendance, behavioural and emotional problems. On a day to day basis the SDP department deal with students temporarily removed from lessons because of behaviour or emotional difficulties, address issues of bullying and misbehaviour both in and out of school, handle safeguarding issues and work with outside agencies to ensure students can access education.

- Behaviour Support Department (BASE)

Line managed by Darren Brown (Assistant Head) Mrs Lynda Stacey currently leads the Behaviour Support Department.

The responsibility of the team, in partnership with the SDP team, Heads of Year, Form Tutors and outside agencies is to support pupils who are in danger of being excluded from lessons, due to emotional and behavioural problems. This responsibility includes identifying and helping to remove barriers to learning and advising on an alternative curriculum, or Individual Learning Programmes to suit the individual needs of identified students. Support is delivered through in-class support, personalised timetables, one-to-one support and teaching and the use of the BASE as an area students can access when they need additional support.

- Attendance Office

Working alongside the SDP department is the Attendance Office, responsible for the monitoring of attendance of all students, chasing up absentees and tackling persistent absenteeism.

4. How are the school governors involved and what are their responsibilities?

The Governing body review the progress of SEND students as part of the whole school data review that takes place on an annual basis. This allows the Governing body to assess the success and impact of the school on SEND students.

Furthermore, the Governor's Policy and Safeguarding committee meet once a term to review the school's policies and ensure they are fit for purpose.

5. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Most students' needs are met through Quality First Teaching in the classroom; by providing differentiated learning opportunities, grouping by ability and accommodating diverse learning styles. The learning styles of students, teaching environment, teaching style, tasks and activities are taken into account when addressing SEN. This is supported by additional information to staff, which allows them to plan whole class interventions and ensure that each individual student is making progress.

Support may be provided in class through a differentiated curriculum, the use of ICT, portable technological devices, communication aids and one to one support including practical assistance for students with physical difficulties.

At Key Stage 4 students choose from a range of GCSE and BTEC, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

The Curriculum Support Department runs a Homework club every day after school (3.10-4.00pm) in the department. Members of staff are available to support students to complete work and liaise with teaching staff when required.

6. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

Communication with home is very important to the school and we try to promote good communication between all members of staff and parents/carers. Parents/carers can contact staff members directly by email or phone to discuss the progress of their students.

Planned arrangements for communicating between school and home include:

- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- Each year group has a report programme, which includes at least three progress checks for key stage three (current levels of attainment) and four progress checks for key stage four (predicted GCSE attainment). Each student receives one full report including a tutor report and head teacher report (alongside current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the Deputy SENCO and attended by parents/carers, teachers and outside agencies involved in the student's education.
- Students receiving SEND support and parents/carers will be involved in a review of their progress and SEND provision three times a year with a keyworker in school.

7. How does the school know how well my child is doing?

At Key Stage three, data captures occur three times a year. At Key stage four data captures occur four times a year. Effort grades and current attainment grades are reported to

parents/carers. The SENCO and Deputy SENCO meet to discuss the progress of students and implement any necessary interventions. Keyworkers meet with students and set SMART targets which are reviewed on a regular basis.

The impacts of intervention programmes are reviewed on a regular basis and in cases where students are not making the expected progress the intervention is appraised and adapted.

The Curriculum Support Department maintain regular contact with teachers to monitor the progress of SEND students. The SENCO and Deputy SENCO monitor the Cause for Concern (CFCs) and Cause for Praise (CFP) and address any concerns that arise, liaising with the Head of Year and other departments in school to do so.

8. What support will there be for my child's overall well being? What is the pastoral, medical and social support available in the school?

- Student Development and Progress (SDP)

Mrs Elaine Renavent (Headteacher) is the director of Student Development and Progress in school.

The department is staffed by 5 inclusion officers and is responsible for the development and progress of all students and is particularly concerned with pastoral matters. In collaboration with the Heads of Year the team is responsible for drawing up Pastoral Support Plans (PSPs) for students at risk of exclusion from school due to attendance, behavioural and emotional problems. On a day to day basis the SDP department deal with students temporarily removed from lessons because of behaviour or emotional difficulties, address issues of bullying and misbehaviour both in and out of school, handle safeguarding issues and work with outside agencies to ensure students can access education.

- Safeguarding

Mrs Helen Alderson is the school's Designated Safeguarding Officer. The Safeguarding Officer and Deputy Safeguarding Officer deal with issues linked to students' welfare and safety. They ensure that the school's Child Protection policy is followed and are the point of contact for any member of staff who has a concern about a child's safety or welfare.

- Counselling and Therapeutic service

Students can access the school counsellor at breaks and lunchtimes for informal drop in sessions. Furthermore, referrals can be made for an appointment through the SDP department or directly through the school counsellor.

- Medical support

The school has a full time First Aid Officer who is available on site. Student Care plans are shared with appropriate staff and the school participates in any review of these plans. Students who have long term illnesses that impact on their education are supported through the Learning Mentors and the Curriculum Support Department on an individualised basis, therefore parents are encouraged to contact the school to discuss any concerns they have.

- Physical Support

Staff are trained in moving and handling procedures and provide support in practical and physical lessons. Overhead hoists, ramps, lifts to access upper floors are available in some blocks.

9. How does the school manage the administration of medicines?

The school First Aid Officer is responsible for the safe management of all medication that is received by the school. The First Aid Officer will record all medication that is to be stored in the school First Aid Officer's room and ensure that it is stored appropriately. The First Aid Officer will keep a record of all administered medication and will assign each student a school medication form which will be completed and signed every time the student has their medication.

10. What support is there for behaviour, avoiding exclusion and increasing attendance?

The school has a clear behaviour policy which can be found on the school website. Students who are disrupting lessons can be expected to be removed from the classroom and sent to Sanctions. A range of interventions is employed to address poor behaviour and encourage students to become self-managers of their own behaviour.

Ways in which we praise students:

- Cause for praise
- Postcards home
- Positive phone calls
- Certificates
- Award assemblies
- Rewards

Ways in which we sanction students:

- Causes for concern
- Sanction room
- Detentions
- Isolations
- Fixed term exclusions
- Meetings with School Governors and SLT
- In rare cases Permanent Exclusions are sought

- Behaviour Support Department (BASE)

Line managed by Darren Brown (Assistant Head) Mrs Lynda Stacey currently leads the Behaviour Support Department.

The responsibility of the team, in partnership with the SDP team, Heads of Year, Form Tutors and outside agencies is to support pupils who are in danger of being excluded from lessons, due to emotional and behavioural problems. This responsibility includes identifying and helping to remove barriers to learning and advising on an alternative

curriculum, or Individual Learning Programmes to suit the individual needs of identified students. Support is delivered through in-class support, personalised timetables, one-to-one support and teaching and the use of the BASE as an area students can access when they need additional support.

- Attendance Office

Working alongside the SDP department is the Attendance Office, responsible for the monitoring of attendance of all students, chasing up absentees and tackling persistent absenteeism.

11. How will my child be able to contribute their views?

The school has an active School Council who meet on a regular basis with the Head Teacher to discuss the concerns of students.

Students are regularly involved in Student Voice in which they are able to share their views on the school and the provision they receive.

Students who work with a keyworker have the opportunity to discuss any concerns and set targets to help them to improve their effort and attainment in school. Furthermore, students are encouraged to speak to any member of staff if they wish to make their views heard.

Students with EHCPs are encouraged to have an active involvement in the Annual Review process where appropriate.

The views of students who receive SEND support in school are sought and communicated through the termly review meeting with parents/students and school.

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

We have excellent links with all support services provided within our Local Authority and their support is called upon when needed. All services involved with the school are regarded as being part of a working partnership whose aim is to provide high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to school:

- Educational Psychology Service
- Hearing Impaired Service
- Visually Impaired Service
- Autism Outreach Team
- Education Welfare Services
- Social Services
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- IYSS Service
- Vocational Training Providers
- Others as deemed appropriate

13. What SEND training have the staff had or are currently having?

All teaching staff receive training on meeting the needs of SEND students from school based specialist staff. New teachers to school receive training to ensure they are meeting the needs of all students. When necessary, meetings with individual teachers are held to give information on meeting the needs of specific students and individuals.

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

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips through making reasonable adjustments. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

15. How accessible is the school environment?

The school has access to disabled toilets and changing facilities including a changing bed and staff are trained in moving and handling procedures. Lifts and ramps are available and lessons are timetabled on the ground floor where appropriate.

16. How will the school prepare and support my child when joining the school and transferring to a new school?

The Assistant SENCo is the primary liaison officer for SEN.

We have excellent links with all our feeder schools and a representative from the Curriculum Support Department attends all Annual Reviews for Y5/Y6 statemented pupils. We collate comprehensive objective and subjective information on all vulnerable students and those with SEN and this informs our provision for their education at Wickersley. Parents of Year 6 students are invited to a transition parents evening and are given the opportunity to discuss any concerns and meet with members of the support team. Identified pupils are also offered extra transition support in the form of visits to the school and transition activities during Y6 and the Autumn term of Y7.

We hold Y9 Transition Planning Reviews for identified students in which the Careers officer is involved. All Y11 pupils receive information and guidance about Post16 options and support to access these options where necessary. Students that require additional advice are supported by their keyworker and mentors to identify early their career aspirations and support them to achieve these.

17. How are the school's resources allocated and matched to children's needs?

The Curriculum Support Department receives an annual departmental allowance to cover the costs of materials, books and apparatus. It is the responsibility of the faculties within school to delegate sufficient resources to special needs within their own subject areas. Funding by the local authority for SEN is based on a formula which takes into account:

The number of students on roll.

The prior attainment of pupils at the school.

This funding is used to support all pupils with SEN whether or not they have an EHC Plan. The needs of individual students are assessed within the school's monitoring systems and resources are deployed according to need. Needs may be met by in class support or by intervention programmes delivered individually or to small groups on a withdrawal basis. A very small number of pupils who are identified as having significant needs are allocated special funding by the Local Authority (Exceptional Needs Funding). The school is responsible for ensuring that this funding is used to the benefit of the individual concerned. The funding of all interventions is tracked through the student Provision Map.

18. How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

As a school we operate a graduated response to support, starting with wave one intervention through quality first teaching. A cyclical approach of plan, implement, review is applied by the SENCO and team to monitor student progress and implement further support through wave 2 and wave 3 interventions when appropriate.

The SENCO and Deputy SENCO consult with subject teachers, Heads of Faculty and Heads of Year, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

19. How do we know if it has had an impact?

The school regularly reviews the progress of students' academic and social/emotional development. Evidence of an impact includes:

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- Evidence that students are making progress socially and emotionally
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

20. What should parents of students with an SEND do if they wish to make a complaint?

1. Talk to the school's Special Educational Needs Co-ordinator (SENCO) - Alexis Price.
2. Follow the school's complaints procedure which is found on the school website.

21. Who can I contact for further information?

Assistant Head Teacher and SENCO, Alexis Price: aprice@wickersley.net

EHCP Coordinator, Catherine Tunnard: ctunnard@wickersley.net

Deputy SENCO, Deborah Collins: dcollins@wickersley.net

22. Who should I contact if I am considering whether my child should join the school?

All admissions to school are handled by the Local Authorities Rotherham Admissions team.

<http://www.rotherham.gov.uk/schools>