

Woodchurch High School: Special Educational Needs Offer

HOW WE SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

All children have a human right to be educated alongside their peers. At Woodchurch High we educate every child regardless of gender, orientation, disability, race, religion or belief. All teachers are teachers of children with special educational needs or disabilities (SEND) and therefore teaching such children is a whole school responsibility. We share a passionate commitment to meeting the individual needs of all our students and ensuring that your child does better than they ever thought they could.

At Woodchurch High we aim to ensure that our students with SEND:

- Enjoy school and thrive in a rich learning environment;
- Succeed and achieve their full potential academically, socially, physically and spiritually;
- Learn to make choices as mature citizens;
- Value education as a constant aspect of their lives, enjoying economic well-being;
- Make a positive contribution to school and the community as outstanding ambassadors of Woodchurch High.

To do this we:

- provide a high standard of teaching with regular assessment of progress;
- provide a personalised experience where each student learns within a broad, balanced and relevant curriculum;
- provide a consistent disciplined environment where each person willingly complies with the high expectations, enjoys a sense of worth and is known, valued and respected as an individual;
- ensure that each student has equal access and every opportunity to make the best use of that education;
- provide an education that will contribute to the spiritual, moral, social and cultural development of our students;
- work proactively with the local authority and all other agencies, including social services, parent support groups, psychologist and medical services, in identifying, assessing and meeting SEN;
- monitor, review and evaluate policy and provision on a regular and systematic basis and;
- offer an extensive range of interventions for individuals and groups. Where additional intervention is required it is tailored to the individual needs of your child.

Our school

Woodchurch High School is a mixed 11-16 Church of England Academy with an inclusive ethos. We have an additionally resourced provision to support pupils with Autism. Each of our five year groups are supported by a Pupil Progress Leader (PPL) and an Assistant PPLs who begin working with a cohort during the transition from Primary school. To ensure continuity pastoral teams remain with a year group through each Key Stage and support pupils in finding suitable Post 16 pathways. SEN staff work closely with pastoral staff across all year teams.

Inclusion Staffing:

- SENDCo
 - SEND Teaching & Learning lead
 - Assistant Head Teacher: Pastoral Welfare
 - Additional Needs Support Officer
 - Social Inclusion Officer
 - Higher Level Teaching Assistants
 - Teaching Assistants
 - Home School Liaison Officer
 - Learning Mentors
 - Inclusion Admin Support
 - Pupil Progress Leaders and Assistants
 - Career advisor.
 - The wider teaching and management teams. All members of staff have responsibility for all students.
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- **All teachers are teachers of pupils with special educational needs and therefore form an integral and primary part of your child's support network.**

Young people with SEND are also supported by:

- Educational Psychology Service
- Special Educational Support Service
- Autism Social and Communication Team
- CYPMHS
- Education Social Worker
- Wirral Autistic Society
- Sensory Support Service
- Speech and Language Therapist
- Community Paediatricians
- Occupational Therapy Service

How we know if a child/young person has special educational needs

- In Year 6 visits are completed by our Primary Transition Team for all new learners joining Year 7 in September.
- Our Transition team visit local feeder primary schools. They gather detailed information of SEND so that we can provide continuity of support between primary and secondary school. Further visits may be carried out by the Social Inclusion Leader, Teaching and Learning Leader or teaching assistants
- Parents are free to contact the school at any time to arrange a meeting to discuss concerns about their child's needs and their transition to secondary school.
- Staff follow a robust assessment, monitoring and review system that evaluates progress over a period of time. This enables learners who are struggling with barriers to learning to be identified at the earliest possible opportunity through regular meetings between the Inclusion team, curriculum and pastoral leaders.
- Parents are encouraged to attend curriculum evenings and parents evenings. They are encouraged to communicate directly with their child's pupil progress leader or SEN team to discuss concerns at the earliest opportunity.
- A weekly 'gateway' meeting in school between Inclusion Staff and the Pastoral Assistant Head Teacher is a more formal means of referral. Young people can self-refer to receive additional support. They should do this by approaching their Pupil Progress Leader or Form Tutor.

What we do to help children/young people with special educational needs

Woodchurch High School follows a whole school approach to SEND where all teachers are responsible and accountable for the progress and development of pupils in the class, **including** where pupils access support from teaching assistants or other specialist staff (Code of Practice 6.36).

The school has a three wave process to determine an appropriate level of intervention.

- **Wave 1:** High quality first teaching which is planned and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- **Wave 2:** Students not making adequate progress are provided with increasingly intensive intervention. This takes the form of small, matched-level learning groups focused on achieving individual targets.
- **Wave 3:** This is intensive and targeted support, delivered on a 1:1 basis for individuals.

SEND Register

A pupil is identified as having Special Educational Needs if they are finding it harder than other pupils to make progress

If a child is on the SEN register it means they have a special educational need. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Woodchurch High school places pupils on the SEND register in four tiers.

- Tier 1 - a pupil has a specific, common additionality which requires standard strategies to support - e.g. ADHD
- Tier 2 - a pupil may require more specific support and may have a Pupil Profile to support teaching and learning, and quality-first teaching. They will also access additional support. The pupil may also be in receipt of a Health Care plan
- Tier 3 - the pupil may have an Additional Support Plan or an Individual Pupil Funding Agreement. The pupil may also have additional funding from the Local Authority
- Tier 4- the pupil is in receipt of and Education, Health & Care Plan

The SEND register details which tiers pupils are placed on in each year group.

The placing of a pupil at a specific tier is not fixed and can move depending on circumstance or need.

How we adapt our teaching for children/young people with special educational needs

Quality first teaching is the first step in ensuring all pupils make progress. To achieve this we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The schools Teaching and Learning Leader observes lessons and offers advice on best practice.

This includes reviewing and where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

For pupils regarded as having a higher level of need we will conduct further in depth assessment and when necessary draw on the advice, support and further assessments from external agencies and professionals. This information will be used to inform lesson planning.

The next level of SEN at Woodchurch is School Support. These pupils will be identified on the additional needs register and will have a person centred Pupil

Profile made available to all teachers. The Pupil Profile will highlight pupil strengths and weaknesses and provide suggested support strategies and targets. Profiles are reviewed and updated every term.

For pupils who have on-going input from outside agencies an Additional Support Plan is completed with involvement from parents and all agencies. This Additional Support Plan informs the Education Health and Care Plan process should additional support be needed beyond what school is able to offer from within its own resources.

When necessary pupils have access to teaching assistant support. In some cases this is 1:1 support – although we try to encourage independent learning as much as possible. Teaching assistants in class to support individuals will also work with other students as directed by the class teacher.

How will I know how well my child is doing?

- Ongoing monitoring by class teachers, with detailed reviews at 6 data drop across the year.
- We review the progress of students with additional needs after each data drop to ensure that support and interventions are matched and that students who are identified as not making progress and/or have additional needs are identified.
- Parental/carer consent will always be sought before a child starts an intervention. They will be informed about progress through either phone calls, letters or emails.
- The Social Inclusion Leader and Teaching and Learning Leader will also be available at all parent evenings to offer advice on supporting your child's learning at home.
- Pupil profiles will be reviewed each term with parents invited to contribute to the review process to ensure the impact of intervention is understood and that appropriate new targets are set.

Access and Testing Arrangements

All pupils are expected to take examinations throughout their time at Woodchurch. In the case of some pupils who are on the SEN Register there will need to be additional arrangements, e.g. additional time, use of a scribe or word processor, in order to ensure they have equal opportunities of access (Equality Act 2010) and are not discriminated against.

Important: In these cases pupils are likely to have had a significant and substantial difficulty which is long term and pervasive in nature and the school must demonstrate that any application is part of the pupils normal way of working.

The SENDCo will inform you about eligibility and applications for these arrangements.

This must be in line with the JCQ access arrangement procedure and not risk malpractice.

Interventions

At Woodchurch High School we offer a range of interventions in order to ensure pupils with SEND are having their needs met.

Pupils may be offered the opportunity to access the following interventions:

Literacy

- SPARKS
- Catch Up literacy
- Ready and Reading
- Reading and Meaning
- Reading Buddies
- Dyslexia Support Group
- Extraction Reading Stars
- Spelling Group

- Phonics support

The school also offers short term interventions for those pupils who are of concern, based on data analysis

Maths

- Small group interventions programme
- Catch-up Numeracy
- Cambridge Maths Extraction
- Class Support Maths Extraction

Social Skills

- Social Stories
- Independent Living / Travel
- Post 16 Transition
- I Am Special intervention

Pastoral and Social Development

For our more vulnerable pupils we also offer:

- Separate room for meal times
- Access to Inclusion Area for breaks and lunchtimes
- Opportunities to attend specialist PE lessons
- Opportunities to attend Fun Club
- Opportunities to attend a specialist residential holiday
- Home/School Diaries

Social Emotional Needs

Mentoring

- Access to Learning Mentors/ Higher level Teaching Assistants (HLTAs) / Teaching Assistants (TAs)
- Enhanced Transition Support
- Homework club
- Study sessions / flexible timetable
- Anger Management Group Work

Co-ordination

- Fun club

Accessibility

- Information on a range of SEND is shared and disseminated to all staff, including advice of professionals.
- Pupils with sensory impairments access specialist equipment. Work is enlarged in line with advice and recommendations of specialist support staff.
- Access to enlarged books, both fiction and text.

School building

- Separate entrance for pupils on specialist transport and / or with sensory / physical / medical needs.
- Specialist Hygiene suites with hoists and washing facilities.

- Lifts to enable access to all areas of the school
- Where appropriate, seating, rise and fall tables.
- Evacuation chairs.

Partnership with External Agencies

The school works with representatives from a range of agencies in order to seek advice and support to gain a fuller understanding of needs and to ensure the needs of the pupils are met.

The school meets with:

- Sensory Support Services (Hearing and Visual Impairments)
- Educational Psychology Service
- Occupational and Physiotherapy Services
- School Nurse
- Community Paediatricians and Doctors
- Speech and Language Therapists
- Medical and Physical support Team
- ASC Team
- CYPMHS
- Educational Social Worker
- Wirral Autistic Society
- Wirral SEND Partnership

In addition the school has close links with colleagues in SENNAT Special Schools and accesses advice and support as and when appropriate

Transition

How will the school help my child move to a new group/ year group or to a different school?

Children and young people with SEN can become particularly anxious about 'moving on' so to support a successful transition, we will try and support successful transition by:

At KS2 / KS3 transition

Gathering relevant information in the summer term prior to transfer from

- Any prior statement (EHCP)
- Primary school

- Literacy levels
- Numeracy level
- Assessment data
- Visits by our transition team to Primary schools
- Visits by Additional Needs Staff including attended Annual Reviews in Year 6
- Visits by support staff to observe and talk to Primary staff
- Meeting with Primary SENCOs
- Liaison between SEND staff, Head teacher and the LA
- A transition program developed for individual pupils and parents

Pupils in need of an Enhanced Transition

For pupils who need to follow an enhance program which is personalised we support by:

- Additional visits to the school to familiarise themselves with the building
- Assigning TA support when required
- Inviting them in to view the school at breaks and lunchtimes
- Attending lessons

Transition for KS3 to KS4

This transition from KS3 to KS4 is critical. A review meeting will provide an opportunity to discuss options. The desired outcomes from the Transition Review are:

- Help pupils make informed choices
- To identify provision for work experience placement when relevant
- To explore Post 16 options
- To ensure that correct additional arrangements are in place for external exams

Post 16 Transition

- All pupils with an existing EHCP will receive a careers interview with the Connexions Advisor.
- Connexions will also attend the Year 11 EHCP plan review
- All SEND pupils will have access to the advice of Connexions office who will offer specialist careers advice and support
- Pupils will be supported in making Post 16 applications and transition visits will be arranged to ease the process of change

School to School Transition

Should a pupil move from one mainstream school to another provision, we will contact the SENDCo and share information about any specialist

arrangements and support that has been put in place. We will also ensure that records are passed on.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

At Woodchurch High School we are constantly seeking to develop the knowledge and skills of all staff in dealing with pupils with SEN.

The SEND Team, along with the Head Teacher and Assistant Head Teacher ensure that staff are trained in relevant areas such as:

- Autism
- Social and communication difficulties
- Speech and language difficulties
- Hearing impairment
- Dyslexia
- Social, emotional and behavioural needs
- Epi pen and Asthma training
- Adaptive and responsive teaching
- ADHD / ADD
- Anger management
- Cognitate vision support team
- Manual handling for TAs
- First Aid
- PCP training

We aim to constantly review and respond to the needs of our community.

Mr Smith, Mr Simpson and Miss Tynan, and the SEND staff also seek to engage in opportunities to share best practice with other local schools and ensure they keep abreast of current local and national initiatives and policy

We will also seek advice and guidance from our local special schools, on occasions, to help us review and develop provision for students who have the most complex needs

For any further information on SEN please contact the school office on 677 5257 and ask to speak to Mr Smith, Mr Simpson or Miss Tynan



 THE CHURCH
OF ENGLAND
Diocese of Chester