

# Woodchurch High School

*A Church of England Academy*



## **SEND Information Report (Special Educational Needs and Disability)**

*Let your light shine before others*

*Matthew 5:16*

## **Introduction**

Woodchurch High School is committed to providing an inclusive and supportive learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). Our aim is to support pupils to be as inclusive as possible, with the needs of pupils with a Special Educational Needs being met in our mainstream setting by ensuring that interventions and support are devised with the advice of key professionals and the pupil and family together with the school, as underpins the principles of the SEND Code of Practice (January 2015).

Woodchurch High School, in alignment with local and national guidelines, provides a "Local Offer" that details the support available for pupils with Special Educational Needs and Disabilities (SEND). Parents and carers can also access further information which is available on the Woodchurch High School website, specifically within the "Additional Needs" or "SEND" sections. Parents can find broader information about SEND services within the Wirral area by visiting the Wirral Local Offer website, which provides a comprehensive resource for families seeking support for children with SEND.

Where necessary, Woodchurch High School utilizes "Pupil Profiles" to document and understand individual student needs, barriers, and learning preferences. Pupils alongside their parents/carers may contribute, however, staff create and maintain the profiles. The school conducts regular reviews of Pupil Profiles or Education, Health and Care (EHC) plans, where pupils are present and have the opportunity to express their views, parents/carers also attend and collaborate with staff to ensure a holistic picture of pupil progress.

***Let your light shine before others***

***Matthew 5:16***

### SEND Team Contact Information:

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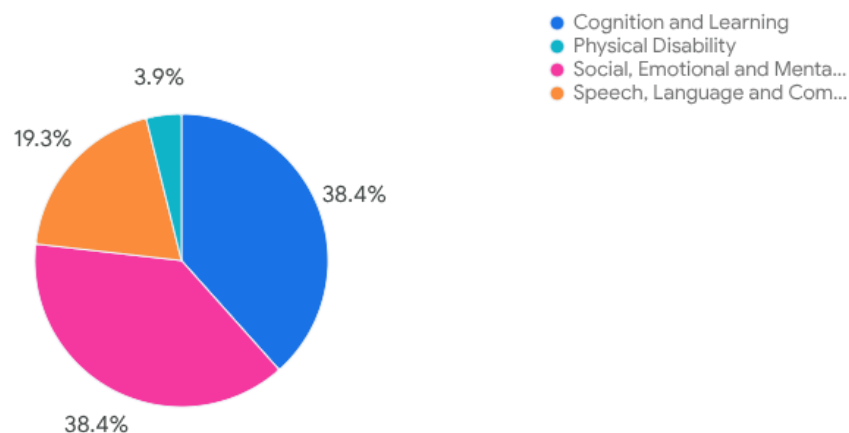
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### Woodchurch High School supports students with a wide range of SEND, including:

- Communication and Interaction (e.g., Autism Spectrum Disorder, Speech and Language Difficulties)
- Cognition and Learning (e.g., Specific Learning Difficulties such as Dyslexia, Dyscalculia, Specific Learning Difficulties)
- Social, Emotional, and Mental Health (SEMH) Difficulties
- Sensory and/or Physical Needs (e.g., Visual Impairment, Hearing Impairment, Physical Disabilities)



- **Cognition and Learning:** 11% of our pupils require support in this area. This suggests challenges with learning, processing information, or cognitive skills.
- **Social, Emotional and Mental Health:** 11% of our pupils have social, emotional, or mental health needs. This indicates potential difficulties with behavior, emotions, or social interactions.
- **Speech, Language and Communication Needs:** 5.3% of our pupils require support with speech, language, or communication. This could involve issues with verbal communication, understanding language, or social communication.
- **Physical Disability:** 2% of our pupils have physical disabilities. This indicates that they may require accommodations or support to access education due to physical limitations.

This data informs our strategic planning and allows us to allocate resources effectively, ensuring we meet the diverse needs of our students.

### **Our Approach to Identifying and Supporting pupils with SEND**

**Early Identification:** We believe in early identification of SEND. Transition information from primary schools, parental concerns, and teacher observations are crucial in identifying potential needs.

**The Graduated Approach:** We follow a graduated approach, as outlined in the SEND Code of Practice (2015), encompassing:

- **SEN Support:** If a student has a discreet diagnosis, or is not making adequate progress due to suspected additional needs, they are identified as SEN Support. This involves targeted interventions, personalised learning strategies, and regular reviews.
- **Education, Health and Care (EHC) Plans:** For students with more complex needs, an EHC needs assessment may be requested. If granted, an EHC plan will be developed in collaboration with the student, parents, and relevant professionals.
- **High Quality and adaptive teaching:** High-quality, inclusive teaching within the classroom is the first step in supporting all students. We invest significantly in supporting our teaching and learning to ensure all pupils have access to high quality teaching. Teachers are supported to employ adaptive teaching strategies to cater to the individual needs of all students, including those with SEND. The teaching and learning handbook provides guidance on implementing effective adaptive teaching techniques. This handbook provides staff with clear guidance on effective teaching strategies, including adaptive teaching, assessment, and behaviour management. It also includes specific information on supporting students with different types of SEND. The school makes reasonable adjustments to the curriculum and learning environment to remove barriers to learning for students with SEND. This may include providing assistive technology, adapting classroom layouts, or offering additional time for assessments.

- **Assessment:** We utilise a range of assessment tools and strategies to identify and understand students' individual needs. This includes:

Standardised assessments (e.g. reading, spelling, numeracy), observations, discussions with students, parents, and teachers and where necessary, input from external agencies (e.g., Educational Psychologists, Speech and Language Therapists).

### **Arrangements for consulting parents/carers of children with SEN and involving them in their child's education**

Woodchurch High School prioritises strong partnerships with parents/carers of young people with SEN through consistent and varied communication. Regular dialogue is maintained via telephone calls, emails, and scheduled meetings with the SENCO and pastoral staff, alongside formal reviews of Education, Health and Care (EHC) plans where parents/carers actively contribute to goal setting and progress evaluation. We encourage parents to share any concerns or information that may be relevant to their child's education and aim to ensure that a clear communication pathway is established with designated contact points, accessible information on the school website. To foster informal engagement, the school hosts opportunities for meetings to discuss concerns and progress. This multifaceted approach ensures parents/carers are fully informed, supported, and actively involved in their child's educational journey.

### **Arrangements for consulting parents/carers of children with SEN and involving them in their child's education**

Woodchurch High School ensures effective consultation with young people with SEN through a 'joined up' approach. Each pupil is assigned a designated key person, should they require this, fostering a trusting relationship and providing regular one-on-one meetings for progress discussions and feedback, with the key person acting as an advocate for the student's views. Effective communication between staff is prioritised via regular meetings, collaborative planning, and consistent information sharing, coordinated by the SENCO and aided by accurate Pupil Profiles, ensuring a unified support approach. Direct student input is actively sought through discussions with their key person, participation in EHC plan reviews, feedback opportunities, and questionnaires, with communication methods adapted for accessibility. This empowers young people with SEN to actively participate in their education and develop self-advocacy skills, creating a supportive and inclusive environment where they feel valued and heard.

### **Specialised Interventions**

For students with more complex needs, the school provides specialised interventions, such as social skills training or speech and language therapy. These interventions are often delivered by external agencies or specialist staff. Some of our 'in school' interventions include literacy and numeracy interventions, Social Skills and Farm School. We also access specialist support (e.g., Physiotherapy and Occupational Therapy) where appropriate.

### **Focus on Core Skills**

The school places a strong emphasis on developing core skills, such as literacy and numeracy, which are essential for students to access the wider curriculum.

### **Bespoke Staff CPD Offer**

Woodchurch High School offers a bespoke staff CPD program that provides teachers with ongoing training and support in meeting the needs of students with SEND. All staff receive regular training on SEND awareness and inclusive teaching practices. This includes training on specific SEND conditions, such as ADHD and ASC, effective teaching strategies, and the use of assistive technology. This CPD offer allows for staff to increase their knowledge, and confidence in supporting young people with SEND. CPD is also used to keep staff up to date with the most current best practice. By implementing these strategies and providing ongoing support to staff, Woodchurch High School aims to create an inclusive curriculum that enables all young people with SEND to achieve their full potential. Examples of our CPD offer includes weekly whole school SEND briefings, SEND 'surgeries' and bespoke support for curriculum areas. Our CPD program includes training on specific SEND conditions (e.g., supporting pupils with ASC in the classroom, Dyslexia Training and SEMH support), effective teaching strategies, and assistive technology.

### **Pastoral Support**

We have dedicated pastoral teams to support students' social, emotional, and mental health needs. Pupils can also access mentoring and counselling services.

### **Access Arrangements**

Provision of access arrangements for examinations and assessments is in line with JCQ guidance. Further information can be found [here](#).

### **Transition Support**

Support for students transitioning into and out of Woodchurch High School, including transition visits and meetings. Woodchurch High School provides transition support for students moving into or out of the school, with pupils participating in visits and meetings, parents/carers attending and providing information, and staff organizing and facilitating activities. The school is committed to a broad and balanced curriculum, where pupils engage in various subjects, parents/carers support their learning, and staff deliver differentiated instruction.

### **Evaluating Effectiveness**

We regularly review the effectiveness of our SEND provision through:

- Monitoring student progress
- Feedback from students, parents, and staff
- Analysis of data
- Reviews of Pupil Profiles and EHC plans.

Woodchurch High School has responsibilities towards pupils who are Looked After by the Local Authority (LA) and those with Special Educational Needs and Disabilities (SEND). Schools are required to have a Designated Teacher responsible for the educational needs of CLA pupils. This teacher works closely with the LA, social workers, and carers. When a pupil is both CLA and has SEND, the Designated Teacher and SENDCo work together to ensure pupils' needs are met effectively. Woodchurch High School aims to provide a supportive and inclusive environment for all pupils, with tailored support for those who are CLA, and those with SEND

### **Anti- bullying Policies**

Woodchurch High School prioritises bullying prevention through robust safeguarding and anti-bullying policies, fostering a culture of respect and tolerance via curriculum and assemblies, and providing targeted staff training to recognise and address vulnerabilities, especially for students with SEND. Additional support includes close monitoring, safe spaces, pupil profiles, and strong collaboration with parents and external agencies. Recognizing the unique challenges faced by SEND pupils, the school ensures staff are aware of their specific needs and potential difficulties in recognizing or reporting bullying, all contributing to a safe and inclusive learning environment.

### **Complaints**

Should parents/carers have any concerns or complaints about our SEND provision, they should initially discuss them with the SENCO. If the issue cannot be resolved, parents can follow the school's complaints policy, which is available on the school website.

### **Accessibility**

This report is available in alternative formats, please follow the link found [here](#).

**The SEND Information Report will be reviewed annually and updated as necessary**