

Wellington School



Honesty Community Excellence Fairness Endeavour

Special Educational Needs and/or Disabilities (SEND) Information Report

Date: 22 July 18



What kinds of special educational needs do we provide for in our school?

At Wellington School we will make provision for students with the following 4 kinds of need:

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

We have 206 pupils within the School that have been placed on the SEND register.

On roll we have a number of students who are supported through the SEND graduated response.

We are currently supporting some of our ASC students with their communication and interaction skills to help them to socialise with their peers and to prepare them for adult life.

We help to diagnose and support pupils with cognitive and learning difficulties ensuring they have the correct support, these pupils have a specific learning difficulty for example dyslexia, dyspraxia, poor working memory, recall and retention of information.

We also have a number of pupils who have made excellent progress this year and have moved off the SEND register as they no longer require the support.

How do we know if your child needs extra help?

To identify students with Special Educational Needs or Disability (SEND), Wellington School will liaise with primary schools during the transition period to the school.

During the transition period from Year 6 to high school we will work closely with the primary schools to ensure that the correct information about your child is passed onto the relevant parties that will help your child to settle into the school. This will be done by visiting the school and meeting with the Year 6 teacher and SENDCo, we will also meet the pupils who are on the SEND register. If it is felt that it is appropriate and will be beneficial we will hold 2 vulnerable pupil days for pupils who may find the transition period difficult ensuring that they are well supported throughout the process.

Within the School we will identify students who may have SEND using a range of evidence collected through normal school assessment and monitoring arrangements: if these assessments indicate that the learner is not making the expected progress, a referral can be made to the SEND department.

A member of the SEND staff will consult with the student, parents and teachers. Evidence from these consultations and/or standardised assessments will help us to decide if additional and/or different provision is necessary.

We have had a number of pupils during the academic year of 2017-18 who have been referred to the SEND Department for a variety of different things.

Examples of this are:

Exam access arrangements

Diagnosis of Dyslexia/Dyspraxia

Referral to HYM/ Counselling

Wellington School SEN Student Referral Form

Date:	
Student:	
Tutor:	
Member of staff completing referral	
Has this student been discussed with your HoD/DoY?	

Please tick areas of concern:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical difficulties
- Other-Please state _____

Have you mentioned your concerns to the parents? **Yes/No**

Briefly explain what difficulties the student is experiencing in accessing the curriculum:
Please detail any other factors which may be relevant (conversations with the student/parents/colleagues)
Please outline what extra interventions you have attempted and with what impact-if any (aside from Quality First Teaching)
Action by the SENDCo:
Signed _____ Date _____
SLT Line Manager made aware? Yes/No

WHERE RELEVANT- PLEASE ATTACH A SAMPLE OF THE STUDENT'S WORK

Who do you speak to if you think your child might have special educational needs?

If you have concerns regarding your child's special educational needs your first point of call will be the SENDCo Mrs Norbury or Assistant SENDCo Mr Williams, they are available via telephone (0161 928 4157) or email sen@wellington.trafford.sch.uk, you can also make an appointment to speak in person.

If you would like to speak to the key staff who are involved in the day-to-day support of your child you would need to make an appointment where both the SENDCo and supporting staff are available.

All information can be found on the school website within the SEND Policy.

How do we consult with young people with special educational needs and involve them in their education?

Regular opportunities are planned to ensure that parents and young people with SEND can express their needs, wishes and goals. This is done through the pupil-centred review meeting.

Both parents and pupils are asked to fill out a questionnaire before the meeting based around their likes, dislikes and aspirations for the future. This links to the targets that are set for the term and determines the type of provision needed for that term. Both pupils and parents are informed via letter regarding interventions, this is an open line of communication and we respect and value the opinions of parents.

How can we help you to support your child's learning?

There is an open line of communication between the school and parents, if we have concerns regarding a child, before adding them to the SEND Register we would first require a meeting with parents/carers to discuss our concerns and the way forward. A child will only be added to the SEND Register with parental knowledge and permission.

From time to time we may require paperwork to be completed by parents/carers, the SENDCo can offer help with completing these forms, however they would require notice and an appropriate and convenient meeting time would be made available.

If you require any information regarding SEND you can find advice and guidance from our SEND Policy with links to the local offer from the Local education authority of Trafford.

Please see below an explanation of Trafford's SEND Local offer:

Trafford SEND Local Offer Explained

Every local authority must identify education, health and care services in their local area provided for children, young people and families who have Special Educational Needs or who are Disabled (SEND).

When we refer to our local offer, we mean all the services and organisations which are part of the support on offer in Trafford. This website is the tool we use to communicate this so you understand what is available and how to access it.

With your help, we have developed this directory to make it as easy as possible for you to find what you are looking for and to make sure our information is accurate and up to date. Publishing our local offer helps us to see where the gaps in provision are. We include information about services provided outside our local area that local people are likely to use.

If you prefer to get the information in a different way, such as over the phone or in the post, you can contact our [Family Information Service](#) and they will help you with this. We also have an outreach team who meet families and professionals in the community and you can request they come along to community groups and networking events if you think this would be useful.

How we know what progress your child is making and how do we keep you and them informed?

All pupils within the School are monitored academically through a series of data collection and work scrutinies. During these times, pupils with SEND are monitored and tracked by the SENDCo and the progress is shared with parents during the termly review meetings and parents evening, these are scheduled into the School's calendar.

During this time, progress towards previous targets are discussed and the provision that has been in place to meet these targets and new SMART targets (specific, measurable, achievable, realistic and time-bound) are set for the forthcoming term.

Pupils with an Educational Health Care Plan (EHCP) will have an additional Annual Review (AR), the LEA will be informed of when the meetings are taking place and will have the option to attend. All paperwork will then be circulated to all persons attending the meeting within two weeks of the review taking place. Any recommendations from that review will be followed up by the LEA.

How do we support young people with SEND and adapt teaching to best support them?

The SENDCo works closely with the Teaching & Learning team to ensure that quality first teaching is available to all pupils with SEND. Teaching assistants and teachers work together to ensure that the individual needs of all pupils are met.

The school currently employs 6 teaching assistants to work with a variety of different students who are on EHCPs or SEND support. This however does not replace quality first teaching.

The SENDCo supports teaching and learning and raising the profile of SEND via CPD opportunities and the three-weekly staff SEND Bulletin.

Staff have been audited in their knowledge on SEND and this links to the training that is provided over the course of the academic year. This year we have focused on Moderate Learning Difficulties and Dyslexia as well as the one page profiles.

The school has begun to build up links with specialist provision to help meet the needs of our more complex students, such as Longford Park, TMES.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Every year, the curriculum goes through a review to ensure that the provision offered is inclusive for our SEND pupils and our most vulnerable pupils.

During this year we have seen a bigger increase in our Year 7-11 SEND students receiving special exam access arrangements. Pupils on the SEND register have been assessed internally and based on area of need, have been given special arrangements within their exams. This could include additional time to complete exams or a reader or scribe.

We have also seen an increase in pupils using laptops/notebooks as a different way to record their work, this helps those pupils who have difficulties with gross/fine motor skills to allow them more independence.

Pupils at the end of Year 9 are assessed by our Specific Learning Difficulties and Dyslexia specialist (SPLD) and if necessary the SENDCo will then apply for this special arrangement to the exam board.

During the exam period, our SEND pupils have access to a smaller room and separate room if they need a scribe. Teaching Assistants are utilised as internal invigilators to eliminate some of the stresses caused by exams, we also use regular and familiar invigilators to ensure that pupils who need routine feel comfortable.

How are staff supported to work with young people with special educational needs and what training do they receive?

During this year we have successfully run many training sessions around SEND, this is ongoing training and is based on the staff audit that is completed at the end of each academic year. For example, training sessions to raise awareness of Dyslexia and Moderate Learning Difficulties (MLD) were run to give staff more strategies within the classroom. This was then monitored through the lesson observations to measure the impact of this training.

The SENDCo runs training sessions around differentiation and the use of the additional adult in the room for all new staff, NQT's and trainee staff.

We pride ourselves on in-house training and ensuring that the teaching staff and teaching assistants work closely together during training sessions to support each other in achieving the very best for our pupils.

All teaching assistants have been given the opportunity to train in the latest teaching and learning pedagogy.

When we need expert advice and support, how have we secured that and what services have they provided?

We have access to and use a number of outside agencies within the academy to help support our SEND pupils.

We have an SPLD specialist who assesses pupils who have been referred to the SENDCo via the teaching staff. They will then make recommendations on how staff can best support particular student's literacy needs as well as exam access arrangements.

We have commissioned a significant amount of Educational Psychologist (EP) time during this academic year, to which we have used this to complete Assess, Plan, Do Review (APDR) cycles for our more complex-needs students who may need an EHCP. We have secured even more EP time for the next academic year as this is something that we feel passionate about.

The SENDCo works closely with the Pastoral Managers making referrals regarding students with issues relating to SEND making sure our most vulnerable are supported, we will then refer to Speech and Language Team (SALT), Occupational Therapist (OT) and make contact with parents, giving advice and guidance. The School nurse completes regular health-checks on our more complex SEND pupils.

We have developed relationships with local specialist provisions, seeking advice and guidance from their staff regarding our more complex students. They have delivered training to our staff working closely with them to benefit our students.

We are working on developing stronger communications with HYM (Healthy Young Minds).

How do we check how well we are doing in meeting the needs of students with SEND?

We regularly monitor the provision of our SEND students via data drops for academic progress and judge against national standards, using data collected from SISRA and National Data.

This data is then used to provide the correct provision for our SEND students to ensure we are making the relevant progress to begin to close the attainment gap.

We regularly monitor pupils through lesson observations and work scrutinies to ensure that all

pupils are receiving high quality teaching. Lesson observations are completed every term, with work scrutinies every half term, the SENDCo has been heavily involved in this.

Pupil Learning Plans are being developed to include clear learning outcomes, to ensure all staff are able to work on termly targets for all our SEND students.

We monitor interventions and measure the impact using a Provision Map, we use data from this to ensure that we are providing the right provision for each child.

How do we ensure that your children are included in activities outside the classroom, including physical activities and academy trips?

All our SEND pupils are given the opportunity to attend after-school provision and trips.

We have an extensive extra-curricular programme which is inclusive to all pupils.

All staff are required to complete a relevant risk assessment before any trip takes place. If a pupil with SEND wants to attend the trip, discussions with the class teacher/trip leader, SENDCo and Pastoral Manager will commence and a thorough and detailed assessment of need will take place, including costing and staffing.

During this academic year some of SEND pupils have enjoyed the experience of going on trips to Blackpool, Year 7 Bonding Day at Rock and River and trips to the theatre.

Our SEND pupils have said that they feel included in all extra-curricular activities and school trips and feel well supported by staff and teaching assistants.

How do we provide for your children's overall wellbeing?

Our student's wellbeing is extremely important to us and we ensure this is something that is monitored carefully.

All medication is stored with one designated person who completes all medical care plans. Medical care plans would usually be drawn up with the SENDCo, Pastoral Manager, Health-Care Administrator, parents and pupil. All will be aware of the relevant procedures that will be followed. Pupils will be given a relevant pass to have access to their medication.

If there was a medical emergency within school, we would follow the School's First-Aid Procedures. On return to school we would conduct a full risk assessment ensuring all relevant staff are kept up to date with any changes. It is vitally important that we have the correct contact details for you should there be a medical emergency. Please ensure you keep us up-to-date with any changes.

We have a number of First Aiders who are readily available at all times during the academic day. We also have a number of specialist trained staff to deal with severe allergic reactions.

If a pupil arrives at the school and we do not feel we have the necessary training, we will seek advice and guidance from the relevant professionals and arrange the relevant training for the appropriate named staff.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

The school is a large site with different buildings, all students are required to move around the buildings to access their lessons. If a student has mobility difficulties, we will ensure the necessary provisions are put in to place.

We currently have a number of students whose timetable is adapted so that their classes remain on the ground floor to ensure full inclusivity. The teachers are flexible and move to meet the needs of the student.

We also have some students with medical needs who need access to toilets throughout the day, this is incorporated into their movement around the school and a medical pass is given.

What are our admission arrangements for young people who are disabled and how do we prepare and support your children at key transition points?

If you wish to apply for a place at the school and your child has special educational needs, you need to apply via the normal admission procedures. If your child is offered a place at the school the SENDCo will begin to gather information from previous schools, we will require pupils to sit a baseline test to provide an up-to-date literacy and numeracy level.

During the transition period, we will make visits to primary schools to ensure that we have all relevant information and to highlight any vulnerable pupils who would benefit from extra transition periods.

Support for in-term admissions will depend on individual needs and the SEND Department and Pastoral Manager will work closely to ensure pupils are settled into the school and feel supported.

We work closely with Connexions within Years 9, 10 and 11, to ensure that all pupils receive the best career advice and guidance and this forms part of an annual review for our pupils from Year 9 onwards.

Pupils have had the opportunity to take part in various work experiences within KS4 and we have been able to give some of our students opportunities to work with companies to provide alternative curriculums to some of our more complex-needs students, who wish to go onto apprenticeships.

Year 11 SEND pupils are given the opportunity to visit colleges and the SENDCo and SEND Department will support with this. We work closely with colleges to ensure a smooth transition from the School to college.

Where can you find Wellington's SEND Policy and who can you contact for further information?

If you wish to view the SEND Policy, you will find it on the School's website and you should contact Mrs Norbury (SENDCo) or Mr Williams (Assistant SENDCo) for any further information.

What are our arrangements for handling complaints around SEND provision?

If you are not satisfied with the current SEND provision you may first want to speak to the SENDCo Mrs Norbury or the SLT link Mrs Cooper. The school complaints procedure can be found on the school website.