

SEN Information Report

Wellington School

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

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1. What kinds of special educational needs does the school provide for?

Wellington School provides for students with Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and/or Physical Needs.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Pupils with SEN are identified in one or more of the following ways:

- The LA may refer students with a Statement for Special Educational Needs or EHCP to Wellington as the named school.
- From primary school records
- From parental concerns
- Reports from outside agencies such as Educational Psychologists, Speech Therapists, CAMHS and the NHS.
- SATs results and teacher assessments at the end of Key Stages
- Tests administered to Year 7 pupils on entry.
- Interim reports
- Subject teacher assessments.
- Referrals from teachers who have concerns about an individual for a behaviour, learning, literacy, numeracy or other issue.
- Referrals via Directors of Year, Pastoral Managers or Heads of Department.
- Staff may refer students to the SEN department using the Cause for Concern sheets.
- Movement on the SEN register is considered in line with the triggers for movement stipulated in the Code of Practice.

If a parent has concerns regarding their child having a Special Educational Need they should speak to the school SENCo, Mrs. Beese.

3. How will both you and I know how my child/young person is doing?

Parents are kept informed of their children's progress through regular updates, interim grades, parents' evenings, notes in planners and conversations with subject staff where necessary.

At Wellington School we set challenging targets for our students. The school uses FFTD at KS4 and KS2 + 2 levels of progress for KS3 to set targets for all students. Progress is the crucial factor in determining the need for additional support. Those entering at 4C or below are given appropriate support to catchup as soon as possible. Satisfactory progress for students with additional needs is considered to be that which:

- Narrows the attainment gap between students and their peers
- Prevents the attainment gap widening
- Is equal to that of peers starting from the same baseline
- Equals or improves upon the individual student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behavior
- Is likely to lead to Further Education, training, or employment, enabling the students to access appropriate level 3 qualifications.

Teaching students with special educational needs is a school-wide responsibility. The core of the

teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

4. How will the curriculum be matched to my child/young person's needs?

- Students on the SEN register will have a pupil passport where their views are considered and students have the opportunity to voice their opinions as to the support that they feel would be most beneficial to them.
- Students will have targets issued by subject staff that are tailored to their individual learning needs within different areas of the curriculum. These are frequently updated in pupils' books and used to inform the next stages.
- Withdrawal from the curriculum takes place in some lessons in order to provide students with additional support. Where students are withdrawn from a lesson by a Teaching Assistant or HLTA the work is set and monitored by a member of the teaching staff and interventions are recorded on provision maps.
- Most students are supported through differentiated work in the mainstream classroom, in-class support from Teaching Assistants and/or HLTAs, attendance at the LRC after school or during tutor time for additional English, Maths, Behaviour or Social Skills intervention and through the use of Homework Clubs.
- At School SEN Support and above strategies are employed in addition to advice from outside agencies (e.g. Educational or Clinical Psychologists, CAMHS, TSISS, MST, Speech and Language therapy or the Neuro-developmental Team).
- Students may be withdrawn for individual or small group teaching for literacy, numeracy, coursework, homework, anger management, communication or mentoring sessions. Such sessions are conducted with negotiation and agreement from parents/carers and are often for a specific time-span pending negotiated review.
- Evidence of students' needs and of the provision made by the school is submitted to the LA for statutory assessment where appropriate. The amount and type of support for students with statements or EHCPs is to be found in each individual statement/EHCP. The support is usually provided by a Teaching Assistant who will work with the student in the classroom wherever possible. There may also be intensive 1:1 teaching and support from either the SENCo or another member of the teaching staff depending on individual needs.

5. How will school staff support my child/young person?

Roles and responsibilities

The Governing Body and Senior Leadership Team

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Wellington School this role is undertaken by Mrs. Cheryl Lavin who will meet regularly with the Head and the SENCo, Amanda Beese.

The SENCo and the Head teacher work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head teacher identify areas for development in special educational needs and contribute to the school's development plan. The SENCo co-ordinates provision at School Support and for statemented pupils and those with EHC plans.

All teaching and non-teaching staff are involved in the day to day operation of the special educational needs policy. They are responsible for differentiating the teaching and curriculum for pupils with special educational needs and monitor their progress. All Heads of Department review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff work closely with the SEN Department in order to ensure that students with additional needs are able to perform to the best of their ability. Please see below for a brief overview of how each role within the school supports our students with SEN.

The SENCO has the responsibility to ensure that:

- A register of students with SEN is kept
- Arrangements are being made to meet the needs to students who have special educational needs
- A staged process of assessment and action planning for individual students is implemented
- Parents are involved and kept informed of their children's progress
- Teachers are kept fully informed and are making appropriate provision for students with SEND.
- Teachers and TAs have a clear brief about the students' needs and are providing appropriate strategies, programmes and materials to meet those needs.
- Students are referred to the LA for statutory assessment if required.
- Appropriate external agencies are involved
- Governors are informed of SEND issues
- Appropriate staff development and training is provided.

Form Tutors:

- Know those students who are on the SEN register and their category of need
- Liaise with the SEN Department over the needs and progress of identified students.
- Discuss target setting with the student concerned and help in the implementation of pupil passports.
- Are able to contribute to school meetings if one of their students is being discussed.
- Work with the TAs, HLTAs, Pastoral Managers, Directors of Years and SENCo to develop stronger links with families.

Heads of Department:

- Include differentiation in all schemes of work.
- Regularly include a SEN slot in department meetings in order to discuss any issues that arise and ensure that these are passed on to the SENCo.
- Are responsible for staff in their departments understanding their responsibilities with regard to SEND.
- Use a percentage of their capitation to buy support materials for their Department.

The subject teachers:

- Recognise that "quality first teaching" is the best provision for students of all abilities and

needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.

- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their teaching groups and their category of need and how best to meet those needs, seeking support from the Head of Department or SENCo as necessary.
- Contribute to reviews of students on school SEN support of Education, Health and Care Plans by completing 'round robins' on those students each term.
- Suggest targets to enable students to raise their level of attainment.
- Include differentiation in lesson plans.
- Differentiate homework tasks so that all students are given a task which is within their ability to complete.
- Refer students to the SEN Department who may be in need of extra help by completing a Cause for Concern sheet and attaching a sample of work.
- Liaise closely and plan jointly with any HLTAs or TAs who are working with students in their class.

Directors of Year:

- Regularly include a SEN slot in Year Team meetings in order to discuss any issues that arise and ensure that these are passed on to the SENCo.
- Are responsible for tutors and Pastoral Managers understanding their responsibilities with regard to SEND.
- Monitor the engagement of students with SEND with regard to attendance at extra-curricular activities, school trips etc. and put in strategies to increase engagement where necessary.
- Develop strong links with outside agencies who work with students who are on role but who are not currently able to attend Wellington (Medical Education Services, Satellite Provision, PRU etc.) and monitor the progress made by students in their care.

Pastoral Managers:

- Monitor the attendance of students with SEND and put strategies in place to increase attendance where necessary.
- Monitor the engagement of students with SEND with regard to attendance at extra-curricular activities, school trips etc. and put in strategies to increase engagement where necessary.
- Develop strong links with outside agencies who work with students who are on role but who are not currently able to attend Wellington (Medical Education Services, Satellite Provision, PRU etc.) and monitor the progress made by students in their care.

The Inclusion Manager:

- Monitors the use of Inclusion for students on the SEN register and work with Directors of Years, Pastoral Managers and the SENCo to help students to establish strategies for succeeding in a mainstream environment.
- Attends Inclusive Practices meetings and provide regular data updates regarding the use of Inclusion

The School's Exams Officer:

- Liaises with the SENCo regarding students who are entitled to access arrangements for exams.
- Ensures that the necessary requests have been made for access arrangements for those who meet JCQ criteria.
- Ensures that support staff have the relevant training required for the provision of access arrangements.
- Ensures that laptops, scribes, readers, provision for extra time etc. is in place for those who need it at the start of the exams.
- Passes on relevant information regarding exam access arrangements to other educational establishments as necessary when students leave Wellington.

The TAs and HLTAs:

- Recognise that "quality first teaching" is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in-class support is there to enhance learning and should not distract from the work of the teacher.
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs.
- Know those students in their groups and their category of need and how best to meet those needs, seeking support from the Head of Department or SENCo as necessary.
- Contribute to reviews of students on school SEN support of Education, Health and Care Plans by completing 'round robins' on those students each term.
- Suggest targets to enable students to raise their level of attainment.
- Meet regularly with subject staff and assist with differentiation where necessary.
- Assist with the implementation of pupil passports.
- Provide assistance with access arrangements for those students who qualify for these in exams.

6. How is the decision made about what type and how much support my child/young person will receive?

- Most students are supported through differentiated work in the mainstream classroom, in-class support from Teaching Assistants and/or HLTAs, attendance at the LRC after school or during tutor time for additional English, Maths, Behaviour or Social Skills intervention and through the use of Homework Clubs.
- At School SEN Support and above strategies are employed in addition to advice from outside agencies (e.g. Educational or Clinical Psychologists, CAMHS, TSISS, MST, Speech and Language therapy or the Neuro-developmental Team).
- Students may be withdrawn for individual or small group teaching for literacy, numeracy, coursework, homework, anger management, communication or mentoring sessions. Such sessions are conducted with negotiation and agreement from parents/carers and are often for a specific time-span pending negotiated review.
- Students on the SEN register will have a pupil passport where their views are considered and students have the opportunity to voice their opinions as to the support that they feel would be most beneficial to them.
- Evidence of students' needs and of the provision made by the school is submitted to the

LA for statutory assessment where appropriate. The amount and type of support for students with statements or EHCPs is to be found in each individual statement/EHCP. The support is usually provided by a Teaching Assistant who will work with the student in the classroom wherever possible. There may also be intensive 1:1 teaching and support from either the SENCo or another member of the teaching staff depending on individual needs.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

The SEN Department contributes to students' integration as valued members of the whole school community by:

- The majority of SEN provision being in class so as to maximise integration with peers.
- Risk Assessments are completed prior to school trips and appropriate adjustments are made so that all students can participate.
- A buddy system is used where students look out for each other.
- Where confidence or self-esteem is an issue for our more vulnerable students a TA who supports in lessons or a Pastoral Manager might complete the activity/trip with them. Similarly, where there are potential access issues or a student has need of medical assistance we would make sure that an appropriately trained adult assists to ensure inclusion for all.
- Pastoral Managers and Directors of Year monitoring attendance at extra-curricular activities/school trips and using strategies to encourage SEN students to be fully involved and represented at every level of school society.

8. What support will there be for my child/young person's overall wellbeing?

On transfer in Year 7 students are placed into Tutor groups with a Tutor and an Associate Tutor. The Associate Tutor helps students with personal organisation and the transition from primary to secondary school. Associate Tutors are often Teaching Assistants who also provide in-class support and a Homework Club at the end of every day where students can receive additional help.

The school also provides peer mentoring, a buddy system for those students who need extra support and we are able to offer support from the school's Behaviour and Communication Support Assistants in areas such as anger management, communication, increasing self-esteem and help with relaxation and anxiety.

Pastoral Managers and Directors of Year monitor attendance at extra-curricular activities/school trips and use strategies to encourage SEN students to be fully involved.

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

Outside agencies

In order to ensure that the needs of individual students are met effectively, Wellington School has links with the following external agencies:

- School nursing service
- Occupational therapy
- Speech and Language
- Educational Psychology Service
- Multi Systemic Team

- Educational Welfare Officer
- Pupil Referral Units
- Parent Partnership
- Youth Offending Team
- Social Services
- Child and Mental Health Services
- Multi Systemic Team
- Trafford Sensory Impairment Support Service
- CYPS
- MARAT
- Connexions
- Relate

10. What training have the staff supporting children/young people with SEND had?

The Special Needs Coordinator (SENCo) at Wellington School is Mrs Amanda Beese. Mrs Beese is a qualified teacher with a BA Honours in English Literature, a PGCE and a Masters in Inclusive Education. She has been the SENCo at Wellington School since 2002.

The governors ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher and SENCo.

The SENCo and Head teacher keep fully up to date about special educational needs issues through attendance at training and cluster meetings. The SENCo continues to develop her skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Other teaching staff are kept up to date informally by the SENCo and formally at staff meetings and training. Over the last two years the SENCo has provided whole staff training on Differentiation, the New Code of Practice and Staff Responsibilities for meeting the needs of SEN pupils, training for Pastoral Managers on supporting students with Behaviour, Social Communication and Self Esteem Issues and staff training for maximising the impact of Teaching Assistants in lessons.

Teaching Assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This is regularly updated through attendance at school based INSET sessions; subject Department meetings, conversations with individual subject teachers, attendance at reviews and SEN Department briefings.

11. How accessible is the school environment?

Wellington School's ground floor classes are fully accessible to all and ramps are available to assist with access. Classes on the first floor do not have lift access but timetable arrangements have been made to accommodate individuals with long term access needs, avoiding the necessity for them to go upstairs by moving their classes into accessible accommodation elsewhere on the school site. There are accessible toilets available for students. The school does not have an induction loop system.

12. How are parents and young people themselves involved in the school?

Parents are encouraged to become part of the school's PSA. They are kept informed of progress through regular interim reports, letters and phone calls home, parents' evenings, messages in the

student planner, text messages through Truancy Watch and meetings with individual staff when necessary.

Pastoral Managers and Directors of Year monitor attendance at extra-curricular activities/school trips and using strategies to encourage SEN students to be fully involved and represented at every level of school society.

13. Who can I contact for further information?

If you would like further information regarding the range of support available for students with SEN at Wellington School please contact Mrs Amanda Beese, SENCo on 0161 9284157.

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

For those students who transfer to the school at the start of Year 7, the SENCo usually attends review meetings in Year 6 to help with the transition process. Where necessary we are able to arrange for students to come into school for short periods before they formally join us so that they can get to know some of the support staff and their way around school before they start. Prospective Year 7 students also come to the school for a Taster Day during the summer term before they are due to join us and this helps to ease the transition between primary and secondary school. For students who are integrating from the MES, we are able to offer phased returns to school to accommodate individual needs.

For those students who leave Wellington at the end of KS 4 and 5, we are able to offer appointments with the school's Connexions adviser to help them to make appropriate choices with regard to further and higher education, apprenticeships and routes into employment.

15. What other support is available?

Each year group has a Pastoral Manager as well as a Director of Year. The Pastoral Manager is responsible for the pastoral well-being of students and is available to discuss any issues a student might have in their time with us.

The school offers support with revision classes, after school sessions and Easter school. We tailor our support to the students in our care and build packages around groups of students as the need arises.

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/localoffer or by contacting the Family Information service:

Telephone number: 01619121053 Monday to Friday 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis