

Wombourne High School

Special Educational Needs and Disability Information report
Sept 2024



Introduction

- The purpose of this report is to explain how Wombourne High School supports children who have been identified as having or are suspected of having Special Educational Needs. It has been written with regard to the Statutory Special Educational Needs and Disability Code of Practice: 0-25 years which came into effect in September 2014.
- As an inclusive 11-18 secondary Wombourne High School is committed to ensuring that every child has the opportunity to:
 - Achieve their best
 - Become confident individuals with fulfilling lives
 - Make a successful transition into adulthood, whether into employment, further or higher education or training
- We welcome students of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.



SENDD Team

- For queries regarding SENDD, progress and support, please contact the SENDD Team.

| | |
|-----------------|--------------------|
| Mrs A Craciun | SENDCo |
| Ms N Greensill | Deputy SENDCo |
| Mrs C Probert | Teaching Assistant |
| Ms M Nicholls | Teaching Assistant |
| Mrs L Harris | Teaching Assistant |
| Mrs A Higginson | Teaching Assistant |
| Ms H Minton | Teaching Assistant |
| Ms E Greybanks | Teaching Assistant |
| Ms P Regester | Teaching Assistant |

For more general queries about learning and progress, attendance or behaviour, please contact the pupil's Head of Year. For queries regarding learning and progress in specific subjects, please contact the Head of Department.

Contact details for Heads of Department and Heads of Year are on the school website.



Identification of Special Educational Needs:

- Wombourne High School is committed to supporting all students to make the best possible progress that they can during their time with us. A student is identified as having Special Educational Needs if they have:
 - significantly greater difficulty in learning than the majority of others of the same age, or
 - a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in the school
 - They require additional or different teaching or support in order to make progress in line with their peers
- At Wombourne High School we support students in the four broad areas of SEND:
 1. Communication and Interaction.
 2. Cognition and Learning.
 3. Social, Emotional and Mental Health difficulties.
 4. Sensory or Physical difficulties.
- Each individual case will be carefully considered, and the referral pathway will be diligently followed. Heads of department will institute departmental support measures. If a student does not demonstrate satisfactory progress, they will be referred to the SENDCO for a comprehensive assessment and targeted support tailored to the student's needs



What should I do if I think my child may have special educational needs?

- The initial point of contact for parents should be the subject teacher, who, in collaboration with the Head of Department, tutor, or Head of Year, will address any concerns.
- If these concerns are deemed to potentially affect the child's learning in multiple areas of the curriculum, parents should promptly reach out to the SENDCO. Additionally, parents can consider seeking a medical diagnosis, including for conditions such as ASD or ADHD, through consultation with their GP.



How will the school support my child?

- At Wombourne High School, our approach to supporting students with special educational needs follows the graduated approach, known as the "Assess, Plan, Do, Review" framework, encompassing three waves:
- Wave 1: All students on the SEND register have learning plans, which are shared with all teachers. Strategies are implemented through high-quality teaching in the classroom, and progress is systematically reviewed on a termly basis.
- Wave 2: Students with a more pronounced profile of needs receive targeted support, including small group interventions outside of regular lessons and support from external agencies.
- Wave 3: This level of support involves classroom support, one-on-one support, and tailored provisions delivered by external agencies. It is primarily designed for students with Education Health and Care Plans (EHCP) to ensure their specific needs are comprehensively addressed.



How will the curriculum be matched to my child's needs?

- Each pupil with Special Educational Needs has a learning plan outlining their individual needs, progress data, and support strategies.
- Provision maps are used to plan support across the school. In lessons, teachers provide high-quality teaching adapting and differentiating the curriculum in order to support SEND students to reach their potential.



How will the school and I know how my child is doing?

- Initial, Formative and Summative Assessments:

At Wombourne High School, students undergo regular assessments in their lessons, encompassing diagnostic, formative and summative evaluations. These assessments are closely related to subject-specific learning objectives. Termly assessment data is meticulously recorded and tracked, enabling the school to monitor each student's academic progress. Reports summarising pupil progress are provided to parents every term, and dedicated parents' evenings are organised to discuss individual progress with subject teachers.

- Identification of Students with Difficulties and Standardised Assessments:

When a student is identified as having difficulties that extend beyond the norm, the school employs standardised /specific assessments to pinpoint specific areas of concern. These assessments provide crucial insights into the nature of the difficulties and facilitate the development of tailored plans to address them effectively. Additionally, the school may make referrals to external agencies for specialised assessments when necessary, ensuring a comprehensive understanding of a student's needs and challenges.

- The Graduated Approach and Assess, Plan, Do, Review Process:

The school adopts a systematic approach known as the Graduated Approach, involving the key stages of Assess, Plan, Do, and Review for all students on the SEND register. This process includes the creation of learning plans, which are reviewed on a termly basis. The objective is to provide targeted support, track progress, and continually refine strategies to meet each student's unique needs, thus ensuring a supportive and inclusive learning environment.



What support does the school offer for my child's overall well-being?

- The SEND team is part of the wider school Student Progress and Support Team, which also includes the Heads of Year.
- All pupils are allocated to a tutor group with a form tutor. Heads of Year are responsible for leading the pastoral care for their individual year group. Some SEND Support students, and students with an Education Health and Care Plan will have an assigned keyworker, who will be a member of the SEND team, overseen by the SENDCo. Subject teachers also play a vital role in supporting students.
- The school has a number of staff who are qualified first aiders and one staff member who manages the medical room each day. Details of medical conditions that teaching and support staff need to be aware of are shared, to include the needs of pupils with Educational Health and Care Plans. Medicines are issued as per school policy. The school nurse has access to a limited school nursing service. Part of their work may include home visits, working with families, carers and local GP's.



What training is available to the staff supporting children with SENDD?

- Providing high quality first teaching for all pupils, including pupils with SEND is a key priority area for the school.
- The schools Continued Professional Development Programme addresses emerging needs and is regularly reviewed. This programme may involve using different strategies and more practical adaptation of resources and activities, with the aim that all pupils can access the lessons fully. Staff who are new to the school follow an induction programme which includes training and information on pupils with SEND.
- Previous training has included:
 - Differentiation and Inclusive Teaching
 - Dyslexia
 - Supporting reading, writing and achievement
 - Supporting pupils with low motivation
 - Working with Hearing Impaired Pupils
 - Literacy and Communication needs
 - Exam support and strategies to support memory
 - Autism Awareness



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

- The school offers a variety of activities out of the classroom and our intention is always that these should be open to all pupils.
- Before a school trip takes place, a comprehensive risk assessment is carried out.
- The school will make reasonable adjustments to activities to allow pupils with SEND to take part. This may include that need for a TA, key member of staff to accompany and support the pupil.
- For residential visits there will be a meeting with the parents to discuss the activity, and if appropriate, parents would be invited to meet and discuss requirements for a day visit.
- A meeting with the activity providers may also be appropriate in order to make reasonable adjustments for some pupils with SEND.



How accessible is the school environment?

- The school is set on a spacious site, with many of the classrooms situated on the ground floor.
- Part of the building extends to three stories, and accessibility to these rooms will be considered when timetabling pupil lessons.
- The school has a lift, ramps for wheelchair access and disabled toilet facilities.
- There are low level workspaces available in practical subject areas such as Science and Design Technology.
- All staircases have contrasting stair edges and handrails.
- The school is able to support pupils using hearing aids and radio aids.
- A copy of the Accessibility Plan can be found on the school website.



How will the school prepare and support my child when they join the school or transfer to new providers?

- When pupils transfer to the school from primary, there is an extensive period of transition support put in place.
- Members of the Student progress and Support Team will visit primary schools and meet pupils and class teachers.
- Pupils are invited to spend two induction days in the school, where they will meet with their form tutor and some of their subject teachers.
- For pupils with SEND, the SENDCO may meet with the primary school and with parents.
- If appropriate, there may be the opportunity for an extended induction for SENDD pupils, allowing them to visit the school several times before they start. Key notes regarding pupils' special educational needs, as well as current Education Health and Care Plans will also be transferred (as agreed through transfer review).
- For pupils who join the school at other points, parents will be invited to meet with the Head of Year and the SENDCO as appropriate to discuss the pupils' needs.
- For pupils who leave the school, there will be a similar process of discussion and information sharing with the new setting.



How are the school's resources allocated and matched to children's special educational needs?

- Funding for pupils with special educational needs is allocated to staffing an experienced SEND Team to provide for in class support and small group work.
- Funding is also used to support staff training. High quality resources that will enable pupils to make better progress are carefully selected and their use is reviewed each term.
- Each pupil's individual needs are carefully considered when allocating support through our Provision Mapping.
- Provision maps outline our support offer for pupils and their individual needs.
- Decisions about the type and quantity of support offered are made on a child by child basis, between the SENDCO, subject teachers and parents.
- The school is committed to offering a graduated approach to SEND support: we will assess the needs of each pupil, plan the offer of support, follow the programme of support and review how effective that support has been in relation to the pupil's progress and outcomes.
- This is known as the Assess, Plan, Do, Review cycle.



How are parents involved in the school?

- We are proud of the strong partnerships we have created with parents, students and the community and place a high value on the comments and feedback that they provide in helping us to improve the school even further
- There are a number of ways that parents can be involved in the school:
 - Annual review meetings are offered to pupils with an Education, Health and Care Plan.
 - Meetings with the SEND and Student Progress and Support Teams run throughout the year and can be requested by parents
 - Parents evenings with subject teachers take place annually
 - Key information published via Inspire
 - School newsletters
 - Support, advice and guidance sessions
 - Support groups and family learning events
 - Text, email and phone calls
 - Parents can apply to become Governors when vacancies arise



What specialist services can be accessed by the school?

Current external services accessed by the school include:

- Speech and language therapists
 - Specialist teachers or support services
 - Dudley Local Authority SENDD team
 - Wolverhampton Local Authority SENDD team
 - Shropshire Local Authority SENDD team
 - South Staffordshire Local Authority SENDD team
 - Educational psychologists
 - Occupational therapists, speech and language therapists or physiotherapists
 - General practitioners or pediatricians
 - School nurses
 - Child and adolescent mental health services (CAMHS)
 - Education welfare officers
 - Social services
- External specialist services alter in line with pupil needs. Each specialist service operates a criteria system for referral, which the school must be able to evidence at the time of referral.



Our SENDD Policy

Our policy seeks to value the voice of all students in the planning and review process. We encourage and welcome the involvement of parents/carers to ensure we build a mutual respect and good working relationship to meet the aspirations of students.

Our provision has been reviewed to ensure that:

- Students identified as having SENDD are taught by staff with high levels of expertise.
- Students identified as having SENDD are supported to access a mainstream curriculum which challenges them academically, socially, and sets high aspirations for their progress and achievement.
- Students identified as having SENDD are receive a personalised approach to their individual needs. Withdrawal from lessons is a last resort when all other options have been exhausted.
- Teaching staff are trained to know and understand how best to support students identified as having SENDD, building a repertoire of strategies in response to pragmatic information provided by the SENDD Team.

Complaints Procedure

- Complaints regarding the provision for students with SEND, should follow the school's 'Complaints Policy', which can be found on the school's website. Complaints for children with SEND will comply with The Special Educational Needs and Disability Regulations 2014 and will follow the Invictus Education Trust Complaints Procedure in liaison with the school SENDCo and Headteacher. This may also be in coordination with Senior Leadership, if applicable.
- Complaints about Statutory Assessments of Special Educational Needs (SEN) should be referred to the local authority.
- Statutory assessments of SEN are detailed investigations that aim to find out exactly what a child's SEN is and what special help they need.