



## SEN Information Report

### **Mission Statement**

At Woodbridge High School teachers, parents and professionals (hereafter referred to as 'stakeholders') aim to educate children with SEN within the mainstream classroom. We facilitate this by promoting the development of a bespoke, personalised approach to ensure that children with SEN have appropriate access to the national curriculum and make sufficient progress for their needs.

Generally speaking, the range of special educational needs that we provide for in Woodbridge High School, are the high incidence disorders: dyslexia, dyspraxia, autistic spectrum disorder, moderate learning difficulties and social emotional and mental health difficulties. We also support a small number of children with medical conditions such as hearing and visual impairments and cerebral palsy.

### **Contact Us**

The person in charge of co-ordinating special educational provision at Woodbridge is the Inclusion Co-ordinator. At Woodbridge, there are two: Mrs Boaten-Rolfe and Mrs Johnstone. In order to contact them, please telephone the school office: 0208 504 9618 where you will be transferred to the Inclusion office. Alternatively you can ring us directly by dialling: 0208 506 5583

By email:

#### **Inclusion Co-ordinators:**

Mrs J Johnstone: [jjohnstone@woodbridge.redbridge.sch.uk](mailto:jjohnstone@woodbridge.redbridge.sch.uk)

Mrs A Boaten-Rolfe: [arolfe@woodbridge.redbridge.sch.uk](mailto:arolfe@woodbridge.redbridge.sch.uk)

#### **Inclusion Teaching Staff:**

Mr S Shaw: [sshaw@woodbridge.redbridge.sch.uk](mailto:sshaw@woodbridge.redbridge.sch.uk)

#### **Inclusion Admin Officer:**

Mrs R Dhillon: [rdhillon@woodbridge.redbridge.sch.uk](mailto:rdhillon@woodbridge.redbridge.sch.uk)

At Woodbridge High School, the Learning Support Department have a variety of ways in which we support students with learning needs. We do so in line with the new 'Code of Practice 0-25 (2014)'. This new legislation identifies pupils with SEN as being those who experience significant difficulty in accessing the mainstream curriculum and as a result of that, require the use of resources that *are in addition to and different from* the resources used by the majority of students.

### **Identification of SEN:**

#### **What do we mean by Special Educational Needs?**

Special educational needs can be described as falling broadly within the following categories:

- Communication and *Interaction (Difficulty with communicating effectively and difficulty with social interaction)*
- Cognition and Learning (*Issues affecting learning, eg. Dyslexia or Dyspraxia*)
- Social, Emotional and Mental Health (*Difficulties that either originate from or impact on student's emotional or mental health*)
- Sensory and Physical needs (*Physical difficulties or disabilities impacting on access to school and/or the curriculum*)

## **Screening**

All students are assessed for reading and spelling attainment on entry to Woodbridge. This gives us an initial indication of which students may be in need of additional reading and spelling support. We then follow up the initial test with a subsequent, more diagnostic assessment. This provides us with supplementary information about where the student's specific needs lie. These results, plus KS2 SATs results and other formative information, are used by the Inclusion Co-ordinators to identify students who may have particular learning needs.

The decision to put a pupil on the SEN register is made as a result of consultation with as many teachers, professionals and parents as possible.

## **What should you do if you feel your child has SEN?**

In the first instance, you should contact the form tutor to express your concerns. This can be done during parent's evening or by telephone or email. This will then prompt further investigations into how your child is progressing generally and what can be done about that.

## **The Process (The Graduated Approach)**

In identifying whether or not a child has special educational needs, we use the graduated approach as directed by the new Code of Practice 0-25. Its steps are explained in brief below:

1. Concerns are raised by the parent, subject teacher, year co-ordinator or head of department about the level of attainment or behaviour of a student and the impact this is having on their academic progress.
2. The Inclusion team examines the progress and attainment of the student using data, book monitoring and discussion with relevant stakeholders.
  - The Inclusion team advise what support may be provided by the relevant department in support of the student in question.
  - Parents will be updated about the concerns raised.
3. If the difficulties persist despite interventions being put in place, external agencies may be consulted for further advice.
4. Parents will be invited in for an initial meeting and relevant information is shared between home and school
  - A pupil profile will be drawn up by the Inclusion team with further suggested strategies.
  - The child will be placed on the SEN register.

During investigations, it is important to assess the effectiveness of strategies that have been put in place in the classroom. Part of this appraisal may prompt a review of interventions that have been put in place before a child will be considered has having SEN.

## **What provision is made for children with Special Educational Needs?**

There are a range of interventions in place at Woodbridge High School for children with SEN. However, before issuing additional support, the classroom teacher is expected to put in place 'reasonable adjustments' in support of children with SEN:

### **In class differentiation**

The Inclusion Co-ordinators provide a comprehensive programme of continuing professional development (CPD) for teachers in order to ensure that they are appropriately equipped to manage the diversity of needs inherent within the classroom and can therefore maximise the learning potential of all pupils in their classes. Teachers are expected to modify their teaching in order to maximise access by all children. This includes children with special educational needs.

The Inclusion department regularly evaluates classroom provision by tracking and monitoring the progress of students with SEN. This is done in liaison with year co-ordinators and heads of department and is used to inform the advice that is shared with subject teachers in support of children on the SEN register.

### **In class support**

At Woodbridge, we have Learning Support Assistants (LSAs) who are allocated to departments. They are responsible for providing additional classroom support for children with special educational needs. They are distributed directly by the head of department, who is aware of which classes are in process at any one time and prioritise allocation of support according to need.

### **Literacy intervention**

The Lexia computer programme is used in support of phonic skills. Registration Reading sessions use the Read Write Inc programme as its basis in order to provide further support for reading and spelling.

Other interventions at Woodbridge include:

- **Mentoring/Counselling**
- **Speech & Language Support**
- **Home Learning Club**
- **Student Support meetings** (These are regular 1:1 meetings between the student and a designated teacher to discuss the learning needs and provision of individual children.)

We regularly monitor the effectiveness of interventions for individual children through comparison of pre and post intervention data. If an intervention proves to be ineffective for certain individuals, this may prompt us to change the intervention type for that child to one that may prove to be more beneficial to their needs. We have robust data to demonstrate that the most effective interventions not only improve literacy, for example, as demonstrated through standardised scores, but also that this has a positive impact on overall progress across the curriculum.

As part of our commitment to evaluating and monitoring the progress of SEN children, the Inclusion Department examines the attendance and exclusion data of children on the SEN register. It is widely recognised that both poor attendance and behaviour are likely to impact negatively on pupil progress (especially for students with SEN) and may also act as an indicator of other underlying issues inherent either in the child themselves or within the learning environment.

### **How do we ensure that children with SEN have full access to extra-curricular activities?**

At Woodbridge High School, we promote the health and wellbeing of every child with special educational needs by supporting them to access extra-curricular activities, which may include residential trips.

While planning for extra-curricular activities, a risk assessment is conducted for children with SEN in addition to that which is constructed for the rest of the group taking part in the activity. This is done in conjunction with the Inclusion Department and may also involve the consultation of parents. It is designed to identify any areas of risk for individual children associated with the trip. At this stage, 'reasonable adjustments' should be considered in order to ensure that children with additional needs are able to access the activities in question. This is done in adherence to the Equality Act 2010.

### **Support from other agencies**

This investigative stage in the identification process may also involve the support of outside agencies in a consultancy capacity and may trigger the implementation of an intervention. If insufficient progress continues to be an issue and the student demonstrates highly significant levels of need, then an Education Health Care (EHC) plan may be sought. (EHC plans are now in place of Statements of Educational Need).

The new code of practice 0-25 emphasises the importance of including children in decisions that are made about their SEN and provisions. The child is included at every stage of the identification process and their thoughts and opinions are gathered at regular intervals in order to make a good appraisal of their needs, before

provision is put in place. They will also be consulted about how effective they have found the provision to be and to share what changes they think might need to take place.

### **How do we share with parents the progress being made by their children?**

Each Inclusion Co-ordinator has responsibility for a different year group (see the table below). We offer the parents of children with special educational needs the opportunity to meet formally with one of them to review their child's needs three times per year. However, we can be contacted informally on the details above whenever the need arises.

<b>Mrs Rolfe</b>	<b>Mrs Johnstone</b>
Year 7	Year 8
Year 9	Year 10
Year 11	Sixth Form

### **Transition**

In the summer term of each year, the department visits primary schools to liaise with SENCOs about year 7 entrants with special educational needs. Existing IEPs and primary school SEN Registers are used to help identify pupils with additional needs in order to prepare for a smooth transition to Woodbridge.

We liaise with the year co-ordinator of the in-coming year 7 in order to facilitate placing the students into form groups that are both socially and academically diverse. This is done in order to promote an environment that is both happy and secure, while fostering a positive learning environment at the same time.

### **External Agencies**

Regular liaison is maintained with the following external agencies for some pupils at 'SEN support' and pupils with EHC plans (as applicable):

- SEN Support Services in the London Borough of Redbridge (LBR)
- Educational Psychology Service
- Behaviour Support Service- New Rush Hall (NRH)
- Little Heath Outreach Service (language and communication needs)
- Social Care
- The Hearing Support Service
- The Visually Impaired Service (Joseph Clarke)
- Education Welfare Service
- Connexions
- Education Out of School
- Child Adolescent Mental Health Service

In addition to the above provisions we have a robust assessment system in in order to put support in place for examinations.

### **Examination Access Arrangements**

In year 9 some students on the Learning Support Register are formally assessed by a Specialist Teacher or Educational Psychologist in order to determine their eligibility for access arrangements for GCSE examinations. Students may need to be tested again in Year 12 to determine whether or not they still qualify for access arrangements for AS and A2 examinations. The criteria for these arrangements are set out clearly in the Joint Council for Qualifications booklet which is published and updated every year. The school is subsequently inspected and required to present evidence in order to confirm our adherence to the regulations. These

arrangements may include any or all of the following: 25% extra time, a reader, a scribe, the use of a laptop or rest breaks. Access arrangements for Years 7-8 will be determined by our initial testing of students on entry to the school in Year 7 (please see 'Screening' above). At this stage, however, access arrangements are put in place in a less formal capacity. Despite access arrangements being put in place in key stage 3, there is no guarantee that this will lead on to access arrangements in key stage 4.

### **The Role of the Governing Body**

There is one member of the governing body who has direct links with the SEN department at Woodbridge. The SENCO reports regularly to the governors on matters relating to SEN. This report does not refer to individual children and confidentiality is maintained at all times.

### **Further Information**

Further information may be obtained from the following sources:

- Dyslexia Action (formerly the Dyslexia Institute): [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)
- The British Dyslexia Association: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
- Dyscalculia information: [www.dyscalculia.me.uk](http://www.dyscalculia.me.uk)
- Dyspraxia Foundation: [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)
- National Autistic Society: [www.actionasd.org.uk](http://www.actionasd.org.uk)
- Speech and Language: [www.afasicengland.org.uk](http://www.afasicengland.org.uk)
- ADHD: [www.addiss.co.uk](http://www.addiss.co.uk)

### **Find Us**

Woodbridge High School, St Barnabas Road

Woodford Green, Essex, IG8 7DQ

TEL: 0208 504 9618

EMAIL: [info@woodbridge.redbridge.sch.uk](mailto:info@woodbridge.redbridge.sch.uk)

Please follow this link to our Local Offer:

<http://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?record=xTWYPBJNr8A>