

Inclusion Department

SEN Information Report

1. Mission Statement

The aims of our policy and practice in relation to special educational needs and disability at Woodbridge High School are:

- ✓ To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- ✓ To collaborate with teachers, parents and all professionals to maintain pupils with special educational needs in the mainstream classroom, by reducing barriers to learning.
- ✓ By supporting both pupils and teachers, all pupils will have access to the national curriculum and make progress in areas specific to his or her education needs.
- ✓ To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the adapted curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- ✓ To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- ✓ To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- ✓ To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- ✓ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. What are special educational needs (SEN) or a disability?

At Woodbridge High School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs:

- ✓ A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
 - Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, sickle cell and cancer.

3. The kinds of special educational needs (SEN) for which provision is made at the school:

- ✓ Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- ✓ For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- ✓ Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- ✓ Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

4. Identification of SEN:

- ✓ We know when a pupil needs help if:

- ✓ Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- ✓ Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- ✓ Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- ✓ Observation of the pupil indicates that they have additional needs

5. What should a parent do if they think their child may have special educational needs?

- ✓ If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school Inclusion Co-ordinator who oversees their year group. See below for key stage responsibilities:

Key Stage 3	Katy Thompson
Key Stage 4/5 (and department oversight)	Ama Boaten-Rolfe

- ✓ Parents may also contact the SENCo directly if they feel this is more appropriate.

6. How will the school support a child with SEND?:

- ✓ All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - classroom observation by the SENCo, external agencies,
 - ongoing assessment of progress made by pupils with SEND,
 - work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 - pupil and parent feedback on the quality and effectiveness of interventions provided, attendance and behaviour records.
- ✓ Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- ✓ All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

- ✓ Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- ✓ Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the teaching adaptations being provided t and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- ✓ Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- ✓ Action relating to SEN support will follow the Graduated Approach cycle: assess, plan, do and review:
 - **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 - **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets. This may also include targets around preparing for adulthood, that take into account parents' views and the young person's aspirations. Parents and the pupils will also be consulted on the action required to achieve the desired outcomes and given opportunities to review attainment.
 - **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services
- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7. How will parents be helped to support their child's learning?

Information may be obtained from the following sources:

- SEATSS (Specialist Education and Training Support Services)
<https://linktr.ee/seatss>
- Dyslexia Action (formerly the Dyslexia Institute): www.dyslexiaaction.org.uk
- The British Dyslexia Association: www.bdadyslexia.org.uk
- Dyscalculia information: www.dyscalculia.me.uk
- Dyspraxia Foundation: www.dyspraxiafoundation.org.uk
- National Autistic Society: <https://www.autism.org.uk/>
- Speech and Language: www.afasicengland.org.uk
- ADHD: www.addiss.co.uk

8. How will the curriculum be matched to each child's needs?

- ✓ Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- ✓ When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- ✓ These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- ✓ In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

9. How will parents know how their child is doing?

- ✓ Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- ✓ Parents are encouraged to arrange an appointment to discuss their child's progress with the SENCo, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
- ✓ We offer the parents of children with additional needs three meetings per year. We use this as an opportunity to review support provision and get the views of parents and teachers on the progress of SEN children.
- ✓ Students are consulted on their progress and their views are obtained through 'pupil voice' as well as other informal means.

10. How will parents be helped to support their child's learning?

- ✓ Please look at the school website: woodbridgehigh.co.uk, where you will find links to all the curriculum booklets for each subject.
- ✓ The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

11. How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12. What support will there be for children's overall well-being?

The school offers a variety of pastoral support for pupils. This includes:

- ✓ ELSA (Emotional Literacy Support Assistant) provision. This is a person in the Learning Support team who offers small group and individual emotional and social skills support.
- ✓ Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- ✓ Mentoring from the Wellbeing Team
- ✓ CAMHS support through referral

13. Pupils with medical needs

- ✓ Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- ✓ Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

14. What specialist services are available at the school?

- ✓ The school has access to a range of specialist support that are identified in (6) above

15. What training do the staff supporting children and young people with SEND undertake?

- ✓ Awareness training has been provided to all staff on:
 - How to support pupils with dyslexia and literacy difficulties.
 - How to support pupils on the autistic spectrum
 - How to support pupils with behavioural difficulties
 - How to support pupils with speech, language and communication difficulties
 - How to support students with social, emotional and mental health needs
- ✓ Specialist training has been provided to the SENCo on:
 - The SEN Coordination award.
 - The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.
 - The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then
 - delivered by a trained Teaching Assistant.

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

- ✓ Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- ✓ The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17. How will the school prepare/support my child when joining or transferring to a new school?

On entry:

- ✓ If your child has an EHCP, the primary school will often invite us to the summer term annual review.

- ✓ A transition programme is delivered in the Summer term, to support transfer for pupils starting school in September.
- ✓ Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- ✓ The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- ✓ If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with
- ✓ parents to identify and reduce any concerns.

Primary to Secondary Transition:

- ✓ The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

After school:

- ✓ The school uses services to support and advise on the transition of pupils from Woodbridge High School to further education courses and settings, including our own.
- ✓ Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

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

- ✓ The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 - For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the local authority.
- ✓ This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Targeted adaptation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software,
 - different recording strategies, additional time etc.)
 - In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)

- Out of class support (relationship building, social, emotional skill development)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, electronic versions of text etc)
- Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. the Hub for social emotional needs
- Implementation of strategies from support agencies e.g. SEATSS

In addition:

- ✓ The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

19. How is the decision made about how much support each child will receive?

- ✓ For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo and parents.
- ✓ For pupils with an EHCP, this decision will be reached in agreement with parents and the local authority when the EHCP is being produced or at an annual review.

20. How will I be involved in discussions about and planning for my child's education?

This will be through:

- ✓ discussions with the class teacher, SENCo or senior leadership team member,
- ✓ during parents' evenings,
- ✓ meetings with support and external agencies.

21. Who can I contact for further information or if I have any concerns?

- ✓ If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the Inclusion Co-ordinator (SENCO) linked to your child's key stage-see section 5 and contact information below.

Contact Us

Please telephone the school office: 0208 504 9618 where you will be transferred to the SEN office. Alternatively, you can ring us directly by dialling: 020 8506 5583.

By email:

Head of Inclusion (Department lead and oversight of SEN in key stages 4 & 5):

Mrs Boaten-Rolfe aboaten-rolfe@woodbridgehigh.co.uk

Deputy Head of Inclusion (and oversight of SEN in key stage 3)

Ms Katy Thompson kthompson@woodbridgehigh.co.uk

Deputy SENCO (and SEMH Hub lead)

Mr Brian Dooley bdooley@woodbridgehigh.co.uk

Find Us:

Woodbridge High School, St Barnabas Road

Woodford Green,

Essex, IG8 7DQ

TEL: 0208 504 9618

22. Support services for parents of pupils with SEN

- ✓ Information can be found on the [SEND Local Offer](#) on the Redbridge FIND Website

References:

[Special Educational Needs and Disability Regulations 2014](#)