

# Woodchurch High School: Special Educational Needs Offer

## HOW WE SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

### Our vision and how we hope to achieve it

All children have a human right to be educated alongside their peers. At Woodchurch High we educate every child regardless of gender, orientation, disability, race, religion or belief. (Children and Families Act 2014 – Section 69) All teachers are teachers of children with special educational needs or disabilities (SEND) and therefore teaching such children is a whole school responsibility (SEND Code of Practice 2014) We share a passionate commitment to meeting the individual needs of all our students and ensuring that your child does better than they ever thought they could.

At Woodchurch High we aim to ensure that our students with SEND:

- Enjoy school and thrive in a rich learning environment;
- Succeed and achieve their full potential academically, socially, physically and spiritually;
- Learn to make choices as mature citizens;
- Value education as a constant aspect of their lives, enjoying economic well-being;
- Make a positive contribution to school and the community as outstanding ambassadors of Woodchurch High.

To do this we:

- provide a high standard of teaching with regular assessment of progress;
- provide a personalised experience where each student learns within a broad, balanced and relevant curriculum;
- provide a consistent disciplined environment where each person willingly complies with the high expectations, enjoys a sense of worth and is known, valued and respected as an individual;
- ensure that each student has equal access and every opportunity to make the best use of that education;
- provide an education that will contribute to the spiritual, moral, social and cultural development of our students;
- work proactively with the local authority and all other agencies, including social services, parent support groups, psychologist and medical services, in identifying, assessing and meeting SEND;
- monitor, review and evaluate policy and provision on a regular and systematic basis and;
- offer an extensive range of interventions for individuals and groups. Where additional intervention is required it is tailored to the individual needs of your child.

## Type of school we are

Woodchurch High School is a mixed 11-16 Church of England Academy with an inclusive ethos. We have an additionally resourced provision to support pupils with Autism. Each of our five year groups are supported by a Pupil Progress Leader (PPL) and an Assistant PPL who begin working with a cohort during the transition from Primary school. To ensure continuity pastoral teams remain with a year group through each Key Stage and support pupils in finding suitable Post 16 pathways. SEND staff work closely with pastoral staff across all year teams.

### Inclusion Staffing:

- Assistant Head Teacher: Pastoral Welfare and Pupil Progress
- SEND Teaching and Learning Leader (Mrs Crick)
- Social Inclusion Officer (Mr Simpson)
- Higher Level Teaching Assistant (Mrs Gilroy)
- Additional Support Officer (Mrs Stewart)
- Teaching Assistants (x 40)
- Home School Liaison Officer (Mrs Goddard)
- Learning Mentors
- Counsellor and Welfare Officer (Mrs Scott)
- Inclusion Administration Support (Mrs Cavanagh)
- Pupil Progress Leaders and Assistants (x 5)
- School Nurse
- Career advisor.
- The wider teaching and management teams. All members of staff have responsibility for all students. **All teachers are teachers of pupils with special educational needs and therefore form an integral and primary part of your child's support network.**

### Young people with SEND are also supported by:

- Educational Psychology Service
- Special Educational Support Service
- Autism Social and Communication Team
- CAMHS
- Education Social Workers
- Autistic Together
- Sensory Support Service
- Speech and Language Therapy
- Community Paediatricians
- Occupational Therapy Service

## How we know if a child/young person has special educational needs

- In Year 6 visits are completed by our Primary Transition Team for all new learners joining Year 7 in September.

- Our Transition team visit local feeder primary schools. They gather detailed information on individual pupils SEND so that we can provide continuity of support between primary and secondary school. Further visits may be carried out by the SEND Teaching and Learning Leader, Social Inclusion Officer or Teaching Assistants. In addition the SEND Teaching and Learning Leader has specific personalised meetings with SEND staff from the Primary schools including the SENCO.
- Parents are free to contact the school at any time to arrange a meeting to discuss concerns about their child's needs and their transition to secondary school.
- Staff follow a robust assessment, monitoring and review system that evaluates progress over a period of time. This enables learners who are struggling with barriers to learning to be identified at the earliest possible opportunity through regular meetings between the SEND team, curriculum and pastoral leaders.
- Parents are encouraged to attend curriculum evenings and parents evenings. They are encouraged to communicate directly with their child's pupil progress leader or SEND team to discuss concerns at the earliest opportunity.
- A weekly 'gateway' meeting in school between SEND Staff and the Pastoral Assistant Head Teacher is a more formal means of referral. Young people can self-refer to receive additional support. They should do this by approaching their Pupil Progress Leader or Form Tutor.

### **What we do to help children/young people with special educational needs**

Woodchurch High School follows a whole school approach to SEND where all teachers are responsible and accountable for the progress and development of pupils in the class, **including** where pupils access support from teaching assistants or other specialist staff (Code of Practice 6.36).

The school has a three wave process to determine an appropriate level of intervention.

- **Wave 1:** High quality first teaching which is planned and differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This is the responsibility of all staff
- **Wave 2:** Students not making adequate progress are provided with increasingly intensive intervention. This takes the form of small, matched-level learning groups focused on achieving individual targets.
- **Wave 3:** This is intensive and targeted support, delivered on a 1:1 basis for individuals.

### **How we adapt our teaching for children/young people with special educational needs**

High quality first teaching is the first step in ensuring all pupils make progress. To achieve this we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The schools SEND Teaching and Learning Leader observes lessons and offers advice on best practice.

This includes reviewing and where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN

most frequently encountered ( SEND Code of Practice 6.37). A programme of CPD is also available to support and develop staff skills.

For pupils regarded as having a higher level of need we will conduct further in depth assessment and when necessary draw on the advice, support and further assessments from external agencies and professionals. This information will be used to inform lesson planning.

The next level of SEN at Woodchurch is School Support. These pupils will be identified on the additional needs register and may have a person centred Pupil Profile made available to all teachers. The Pupil Profile will highlight pupil strengths and weaknesses and provide suggested strategies for support. Profiles are reviewed and updated in line with the School Reporting and Recording systems or in the case of pupils with an Education Health and Care plan (EHCP) at Annual Review meetings.

For pupils who have on-going input from outside agencies, or for whom there are significant concerns, an Additional Support Plan is completed with involvement from parents, Carers and relevant agencies. This Additional Support Plan informs the Education Health and Care Plan process, should additional support be needed beyond that which the school is able to offer from within its own resources.

When necessary pupils have access to teaching assistant support. In some cases this is 1:1 support – although we try to encourage independent learning as much as possible. Teaching assistants who provide in class support to individuals will also work with other students as directed by the class teacher.

### **How will I know how well my child is doing?**

- Ongoing monitoring by class teachers, with detailed reviews at 6 data drop across the year.
- We review the progress of students with additional needs after each data drop to ensure that support and interventions are matched and that students who are identified as not making progress and/or have additional needs are identified.
- Parental/carer consent will always be sought before a child starts an intervention. They will be informed about progress through either phone calls, letters or emails.
- The SEND Teaching and Learning Leader and Social Inclusion Officer will also be available at all parent evenings to offer advice on supporting your child's learning.
- Pupil profiles will be reviewed if a pupils SEND changes and /or in line with the full reporting system. Parents are invited to contribute to the review process to ensure the impact of any intervention is understood.

### **Access and Testing Arrangements**

All pupils are expected to take examinations throughout their time at Woodchurch. In the case of some pupils who are on the SEND List there will need to be additional arrangements, e.g. additional time, use of a scribe or word processor, in order to

ensure they have equal opportunities of access (Equality Act 2010) and are not discriminated against.

Assessment for Irlen Syndrome as well as screening for Dyslexia and Dyscalculia are also available.

**Important:** In these cases pupils are likely to have had a significant and substantial difficulty which is long term and pervasive in nature and the school must demonstrate that any application is part of the pupils normal way of working.

The SEND Leader will inform you about eligibility and applications for these arrangements.

## Interventions

At Woodchurch High School we offer a range of interventions in order to ensure pupils with SEND are having their needs met.

Pupils may be offered the opportunity to access the following interventions:

### Literacy

- WOW (Working on Words)
- SPARKS (Developing Reading and Spelling skills)
- Reading For Meaning
- Catch Up Literacy
- Reader in Residence
- IDL Computer Programme
- Word Shark
- Reading Buddies

The school also offers short term interventions for those pupils who are of concern, based on 6 weekly data analysis

### Maths

- Small group interventions programme
- Maths Buddies
- Catch-up Numeracy
- In Class Support /Maths Extraction

### Social Skills (ASD)

- Social Stories – using TALKABOUT
- Independent Living / Travel
- Post 16 Transition

## **Pastoral and Social Development**

For our more vulnerable pupils we also offer:

- Separate room for meal times
- Access to Inclusion area for breaks and lunchtimes
- Opportunities to attend specialist PE lessons
- Opportunities to attend Fun Club
- Opportunities to attend a specialist residential holiday
- Home/School Diaries
- Lego Therapy
- Art Therapy

### **Social Emotional Needs**

#### **Mentoring**

- Access to Learning Mentors/ Teaching Assistants (TAs)
- Enhanced Transition Support
- Homework club
- Study sessions / flexible timetable
- Anger Management Group Work
- Friendship Groups

#### **Co-ordination**

- Fun club
- Co-ordinate – Support for Dyspraxia

## **Accessibility**

- Information on a range of SEND is shared and disseminated to all staff, including advice from professionals.
- Pupils with sensory impairments access specialist equipment including monitors and magnifiers. Work is enlarged in line with advice and recommendations of specialist support staff.
- Access to enlarged books, both fiction and text.

#### **School building**

- Separate entrance for pupils on specialist transport and / or with sensory / physical / medical needs.
- Specialist Hygiene suites with hoists and washing facilities.
- Lifts to enable access to all areas of the school
- Where appropriate, seating, rise and fall tables.
- Evacuation chairs.

## **Partnership with External Agencies**

The school works with representatives from a range of agencies in order to seek advice and support to gain a fuller understanding of needs and to ensure the needs of the pupils are met.

The school meets with:

- Sensory Support Services (Hearing and Visual Impairments)
- Educational Psychology Service
- Occupational and Physiotherapy Services
- School Nurse
- Community Paediatricians and Doctors
- Speech and Language Therapists
- Medical and Physical support Team
- ASC Team
- CAHMS
- Educational Social Worker
- Autistic Together
- Wirral SEND Partnership

In addition the school has close links with colleagues in SENNAT Special Schools and accesses advice and support as and when appropriate. Details of the Local Authority SEND offer can be found at: [WWW.Wirral.gov.uk.SEN Offer](http://WWW.Wirral.gov.uk.SEN Offer)

## **Transition**

**How will the school help my child move to a new group/ year group or to a different school?**

Children and young people with SEND can become particularly anxious about 'moving on' so we will try and support successful transition by:

### **At KS2 / KS3 transition**

Gathering relevant information in the summer term prior to transfer from:

- Any prior statement/EHCP
- Primary school
- Literacy levels
- Numeracy level
- Assessment tests
- Visits by our transition team to Primary school

- Visits by Additional Needs Staff including attending annual reviews in Year 6
- Visits by support staff to observe and talk to Primary staff
- Meeting with SEND Teaching and Learning Leader and Primary SENCOs
- Liaison between SEND staff, Head teacher and the LA
- An transition program developed for individual pupils and parents

#### For pupils in need of an Enhanced Transition

For pupils who need to follow an enhanced programme which is personalised we support by:

- Instigating several visits to the school to encourage pupils to familiarise themselves with the school building
- Assigning staff to support them when they join Woodchurch High School
- Inviting them in to view the school at breaks and lunchtimes
- Attending lessons
- Specific SEND Transition Days

#### Transition for KS3 to KS4

This transition from KS3 to KS4 is critical. A review meeting will provide an opportunity to discuss options. The desired outcomes from the Transition Review are:

- To help pupils make informed choices about courses
- To identify provision for work experience placement when relevant
- To explore Post 16 options
- To ensure that correct additional arrangements are in place for external exams

#### Post 16 Transition

- All pupils with an existing EHCP will receive a careers interview
- Careers staff will also attend the Year 11 EHCP plan review if appropriate
- All SEND pupils will have access to the advice of Careers staff who will offer specialist careers advice and support
- Pupils will be supported in making Post 16 applications and transition visits will be arranged to ease the process of change
- In the case of pupils with EHCPs a member of the Local Authority will also attend Annual Reviews

#### School to School Transition

When moving to another school we will contact the school SEND teacher and share information about any specialist arrangements and support that have been made. We will also ensure records are passed on as soon as possible.

## **How skilled are staff in meeting the needs of my child?**

At Woodchurch High School we are constantly seeking to develop the knowledge and skills of all staff in dealing with pupils with SEND.

Mrs Crick has a Masters Degree in SEND Education and other staff are very experienced in working with pupils with SEND. They, along with the Head teacher, Assistant Head teacher with responsibility for Pastoral and appropriate external agencies, ensure that staff are trained in relevant areas such as:

- Autism
- Social and communication difficulties
- Speech and language difficulties
- Hearing impairment
- Dyslexia
- Social, emotional and behavioural needs
- Epi pen and Asthma training
- Differentiation
- ADHD / ADD / ODD
- Behaviour for learning
- Self harming
- Anger management
- Child protection issues
- Visual impairment
- Manual handling for TAs
- First aid

This is by no means an exhaustive list and we are constantly reviewing and responding to the needs of our cohort

Mrs Crick and the SEND staff also seek to engage in opportunities to share best practice with other local schools and ensure they keep abreast of current local and national initiatives and policy. Having gained the award of Centre of Excellence as part of the Inclusion Quality Mark, the school now attend cluster meetings with other schools in the North West to share good practice and exchange ideas regarding SEND support and provision.

We will also seek advice and guidance from our local special schools, on occasions, to help us review and develop provision for students who have the most complex needs

For any further information on SEND please contact the school office on 677 5257 and ask to speak to Mrs Crick or a member of the SEND team.