

# WCS SEND information report

# Willingdon Community School

## SEND Information Report

**What types of SEND do we provide for?**

Willingdon Community school is a mainstream school which is committed to the whole school inclusion of students with special educational needs and disability.

**The kinds of special educational needs for which provision is made at the school are:**

- Communication and interaction. (i.e – ASD, Auditory Processing)
- Cognition and Learning. (i.e – Dyslexia, Global Delay)
- Social, Emotional and Mental Health difficulties. (i.e – ADHD, ASD)
- Sensory and/or physical needs. (i.e – Hearing and visually impaired)

We know that it is important for all students to have their needs and abilities met and challenged. This is no different for students with SEND this is achieved by the SENCO working closely with classroom teachers, Heads of department, pastoral teams and outside agencies, alongside a dedicated team of Learning Support Professionals (LSP's) to ensure that the curriculum and pastoral needs of students with SEND are met.

**How do we identify and assess pupils with SEND?**

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ (SEND CoP: 2014:Pg15)

The first stage of this identification process comes from the transition meetings held by the SENCO and feeder primary schools. It is in these meetings that the SENCO is advised which students are already SEND Support and who have an EHCP.

In the spring of their Year 6 the LA will notify school which students are coming who have an EHCP. Where practicable the SENCO attends their Annual Review to ensure a smooth transition is made.

To ensure that there is continuity of learning and provision the SENCO and inclusion team will,

- Use the information from primary to devise a curriculum and support provision for the first few weeks.
- In English and Maths the student will be settled.
- Some students will receive wave 2 - Literacy and Numeracy support with some students having additional support from wave 3 provision.
- Class teachers are given information on how best to meet the students' needs through wave 1 quality first teaching. This is shared through the SEND register and class charts, where staff can see a student's passport.
- The provision will be reviewed through ongoing Quality Assurance by the SENCO at regular meetings with SLT.
- Class teachers also monitor and assess students through the Assessment cycle in school.

- If a teacher, Head of Department or Head of Year or parent are concerned about the progress of a student then they can make a referral to the SENCO. This is done by filling out the referral for class teachers and for parents they can raise the concern with the Head of Year, who on their behalf can fill in the referral form.

### **Referral Process**

- The SENCO reviews any referrals for early identification and make decisions on what is needed by using information collated from the following sources:
  - Evidence from teacher.
  - Learners' performance in National curriculum subjects.
  - Records from primary schools.
  - Reports from outside agencies. (If required.)
  - Lucid Rapid – which is a Dyslexic screener.
  - WRAT 5 – which test spelling, reading and comprehension skills.
  - DASH – which assess handwriting skills.
  - Language Link – which assess understanding of language skills.
  - Boxall which is a SEMH tool for identification and planning for SEMH needs.

Depending on the findings the following might happen:

- Amendments to Student Passport, and MIS which all highlight strategies for teachers.
- A referral to Speech and Language, Neurodevelopmental Pathway or Specialist teacher through iSEND front door or CITES.

	<ul style="list-style-type: none"> <li>• A referral for support for assessment for CAMHS.</li> <li>• A referral to internal support programmes for SEMH, Literacy Interventions.</li> </ul> <p>If the above has already been carried out in an early part of the graduated approach then:</p> <ul style="list-style-type: none"> <li>• Advice from the SENCO will be sought.</li> <li>• Advice from Educational Psychologist, depending on advice from SENCO.</li> </ul>
<b>SENCO details including qualifications</b>	<p>Ollie Barber          NASENC          MA Inclusive Education    <a href="mailto:Inclusion@willingdonschool.org.uk">Inclusion@willingdonschool.org.uk</a></p>
<b>What is our approach to teaching pupils with SEND?</b>	<p>Students are taught mostly in mixed ability classes, this allows lessons to be planned and delivered to meet the needs of those student. Staff ensure that they are effectively supporting the learning of children with SEND through using strategies identified and making sure students are striving to reach their full potential.</p> <p>Staff are informed and are aware when they may need to provide differentiated or modified work for their students. It is important that we constantly work towards aspirational outcomes for all students.</p>

**How do we adapt the curriculum and learning environment?**

**Wave 1- Quality First teaching**

All pupils with SEND will have in their pupil passport identified strategies that teachers can use within the classroom to support their learning needs. As quality first teaching is the basis of meeting all student needs. For instance:

More time for reading

In extended writing use a laptop Give the student a writing frame Give instructions clear and simply

Preferential seating

Clear development goals for oracy

Staff will also adapt the work in class and for home, to allow students to be able to access it.

**Wave two – Interventions**

Some students will have access to literacy and numeracy interventions. These are delivered in a small group setting. Some students will be identified who need additional reading support. All students in Key stage 3 do Bedrock literacy programme. Some students will have sessions with our ELSA to support self-esteem, resilience and behaviour for learning which are in a group setting and 1:1 as required. .

**Wave 3 – Personalised support**

Here students may have the following to support an area of need:

Cognition and Learning – A small number of students follow a modified curriculum at both key stage 3 and 4, have Specific Interventions for – Dyslexia and reading, have access to external nurture provision and internal blended learning programmes of study.

Physical/Sensory Needs – Planned physiotherapy, movement breaks and specialist equipment.

Communication and interaction – Social skills sessions, lunch and break provision, SALT Sessions.

SEMH – ELSA Intervention, nurture curriculum, Lesson respite, internal blended learning and external alternate provision

### **Access Arrangements**

Exams are part of the school curriculum and a way in which teachers can measure the understanding and progress of their students.

Students with SEND are supported in class and in exams by being allowed access arrangements. There are a wide range of arrangements that meet the needs of students in all the 4 areas of SEND (Cognition and learning, Communication and interaction, physical and Sensory and Social, Emotional and Mental Health).

These arrangements have to be the student's normal way of working. As a school we work with the primary schools to start our graduated response to supporting the access arrangements in class and for exams. Therefore, to ensure the correct support is in place in class and for exams, the process below is followed.

- 1) **Look at Year 6 Transition information from the Primary schools.**
- 2) **Lucid Exact Screening in Year's 7 -9**
- 3) **The use of the arrangements in class as their normal way of working and all internal assessments from as early as year 7 if identified then.**
- 4) **At the End of Ks 3 – Formal assessment for external exams (GCSE) is carried out by qualified assessors. Parents, please note that in line with JCQ guidance external reports are not used as evidence.**
- 5) **At the start of Ks4 – Formal Applications to JCQ to ensure the arrangements can be used during their external exams at the end of Ks4.**

### **Specialist Equipment**

For a small percentage of students with SEND, they will require specialist equipment to help them access the curriculum and exams. This can range from Reading pens to Laptops.

To have access to any specialist equipment we follow the following process.

- 1) **Look at Year 6 Transition information from the Primary schools.**
- 2) **Look at examples of written work**
- 3) **Formally assess using DASH, WRAT 4.**
- 4) **If the issues are medical, collate the appropriate medical information to back up the use of the specialist equipment.**



- 5) **Ensure they have access to the use of the laptop for extended writing and in class where they would be at a disadvantage if they did not have it. It is important that the use of this equipment becomes the pupil's normal way of working.**

**Word processor/Laptop**

Students who access the laptop as can be seen from above, use this in their lessons where extended writing is required. Some students access this from Year 7, due to needs identified in primary school. The use of the laptop is monitored throughout and when options are chosen at Year 9, we ensure that students are equipped appropriately for the lessons where extended writing is required.

Students who use a laptop, as identified above have to be using it as their normal way of working, they will have been assessed by using the appropriate assessments as deemed by JCQ regulations. The use of the laptop is monitored by an LSP whose role in school is to ensure they are using it appropriately.

**Facilities to Support SEND Students**

As a school we ensure that we liaise with the local authority to make changes to the environment for students who require these changes; These include:

Disabled toilets and Toilet access when required. Leave early passes to ensure movement at quiet times (corridor pass).

Lifts in certain sections of the school

Ramps to support wheelchair users.

Use of Hearing devices/transmitters for students who require them.

Disability Parking and use of the main carpark to support students safely getting on the school site.

Purchase supportive seating, as directed by Physiotherapist and Occupational therapists.

**How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

**Inclusive**

By making sure staff are aware of students' needs and giving staff strategies on how to support students with SEND in the curriculum. This is done by having

Student Passports SEN Register

These information-sharing tools make sure staff are informed of the needs of students, which means they can plan appropriately for students with SEND. Staff plan so that students will sit with other students of differing abilities to help promote the learning of all students. All students are encouraged to take part in extracurricular activities and trips. If a child with SEND wants to take part in an activity, the correct provision is put in place to allow this to happen, including risk assessment as required.

**How do we consult  
parents of pupils with  
SEND and involve them  
in their child's  
education?**

**Pupil Reports** – these are sent out during the year for all students. Then there is one which highlights student's behaviour for learning and then there is another that identifies the level they are working at in class. Parents can discuss the report with teachers at consultation evenings.

**SEND Drop-In** If the student is SEN there is the SEN Drop-in session every Thursday 3.15 – 4.00pm where parents can come along and speak to the SENCO or the SEND intervention co-ordinator about their concerns.

**Consultation Evenings** Each year group also has a Consultation Evening where the SENCO are available for parents to come along and speak to. At these times parents are also encouraged to ensure they speak to the students' class teachers and raise any concerns they may have around their subject.

**School Website** Parents can go on the school's website where there is subject specific information, that can help with homework tasks or information about what a student is studying.

**Letters** These are sent when students may be having Specialist teacher input or a referral has been made for additional testing to check the needs of students. **Pastoral Meetings** If there are concerns about a student a head of year will make an appointment to meet with parents, these where possible are done jointly with the SENCO.

<p><b>How do we consult pupils with SEND and involve them in their education?</b></p>	<p>Students are given the opportunity to read their Student Passport (if they have one) and make decisions on what has been identified. Some students are given Advocacy time where they are able to discuss any things that are going well or if there are problems, these are carried out with our ELSA</p> <p>Students with EHCP are given time to review their needs and learning at their annual review. All students are reminded that if they are concerned, they must inform either their parents, form tutor or LSP in the classroom, all whom can then ensure an appropriate meeting is set up so students can discuss their concerns further if needed.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p><b>Annual Reviews</b> During these parents and students are sent paperwork to fill in, which allow us to discuss how they feel at the meeting. As a school we gather information from all members of staff who support the student (academic, attendance and behavior information), class teachers, LSP's, pastoral leaders and others who support the student with their outcomes.</p> <p><b>Assessment Cycle</b> At these times we look at the database information which allows us to see where the pupil is progressing in relation to outcomes. It allows us also to see what discussions students have had with an LSP around their progress and outcomes.</p>

	<p><b>Consultation Evenings</b> These are so parents can come to see the SENCO if any staff have raised issues around the outcomes for the student. It allows parents to ask class teachers directly and then come to see the SENCO when the information is fresh in their minds.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p><b>Transition from Year 6 to 7</b></p> <p>The SENCO visits all the feeder primary schools in February once the information on intake is released. These visits allow for the SENCO at the primary school to identify students who will need a more bespoke package for transition than what the school offers all students.</p> <p><b>All Students</b> – Induction Day, Induction evening, and once started a meet the form tutor evening.</p> <p><b>Bespoke Package</b> - Some students are identified by the primary school who are vulnerable and need support around coming to high school. These students will attend Pastoral Support sessions, which run in the summer term. The students get to come to the high school and do sessions with other year 6 students around making friends, how they feel about coming to high school, they get to look around the high school.</p> <p>For some students in addition to this we offer some 1:1 visits, where they may come with their TA and look around, meet the LSP's who might be working in their lessons when they arrive at our school and have a visit with their new form tutor and Head of year.</p>

### **Transition 9 to 10**

Students in year 9 select their GCSE Options, that they will follow from Year 10 to 11. Heads of Year and Pastoral Support Leaders meet with students and also identify students who might need additional support around what options to take and what subjects best meet their needs.

**All students** – Are able to go to options evening and are given a booklet with all course information in it and guidance on what science to take.

**Bespoke Package** – Due to the learning needs of some students they require additional meetings with the Head of year and SENCO to discuss the best possible routes and courses to take. There may be one meeting or a couple to support the students and parents. The SENCO is always available at the Option Evenings for parents to just come along and discuss any issues or concerns. There is also additional support from our Careers advisor for SEND students.

### **Transition to College**

**All students** – Do work in tutor time in year 9, 10 and 11 around colleges and what careers they can start to think about. There are planned Careers Fairs at the school, where colleges and other post 16 providers are asked to come along to help our students make informed choices. Students can access drop-in sessions put on by the careers advisor, where they can get help and support in completing their application forms.

	<p><b>Bespoke Package-</b> Some students require further support; this comes in the form of school planned visits in year 10 and 11 to the local colleges. They have additional 1:1 sessions with the Careers Specialist teacher. They also have additional lessons on CV building, application form filling in and the opportunity to research colleges in Careers Lessons. For students with EHCP, when a decision has been made planned visits in the Spring term maybe organised if these are needed for a smooth transition.</p>
<p><b>How do we support pupils preparing for adulthood?</b></p>	<p><b>All students-</b> There is a tutor programme in school that allows all students to access important information about the choices they make going forward. Students are offered Careers Advice, there are Open Days organised where different providers are invited along so students can access the right information for them.</p> <p><b>Bespoke Packages</b> – Some students may need a higher level of support and more 1:1 meetings to help them understand what they need to be doing to ensure they are prepared for their next steps. These students may require additional support around what types of courses are best suited to them. They may need support in visiting the colleges. They may need support on understanding how they are going to get to college and what type of transport they may need to use.</p>
<p><b>How do we support pupils with SEND to improve their emotional and social development?</b></p>	<p><b>Wave one</b></p> <p>All staff are responsible for the Social and emotional wellbeing of students.</p>

- Students overall well-being is supported by the Head of year All students are placed into forms, it is the form tutor that is the first port of call for any concerns you may have about your child's education and well-being.
- Class teachers – through information shared in the Student Passport. This might inform teachers to think carefully about how they speak to the child, tone of voice, the use of praise, the use of consequences, the importance of greeting the student on entry into the classroom.

### **Wave two**

**Impact:** The Pastoral team, Safeguarding team and SENCO may identify students requiring some targeted support around behaviour for learning and how to maintain a positive approach to learning.

**ELSA:** Small groups may do work around self – esteem and resilience, they may have sessions around understanding them selves



Both of the above will also identify whether we need to seek advice and support from the external agencies such as iROCK.

**WAVE Three**

Here students who have had the above graduated response but who are deemed as requiring further support around their Social and emotional wellbeing, the SENCO will discuss the student with the DDSL. Once the appropriate support and advice has been issued to the school, the SENCO working with the students and parents will look at how this support can be put in place within the school setting.

If students are accessing CAMHS support or any other outside agency support for Social and Emotional wellbeing the Heads of Year and SENCO where appropriate meet with the professionals and family to ensure the support in place is effective and working, these meetings are often in the form of a multi agency Meeting.

**Types of support:**

1:1 sessions,  
Emotional Literacy Course.  
Internal alternate provision – here students may be removed from some lessons to follow intervention on how best to manage themselves in the classroom environment.  
Nurture provision

**What expertise and training do our staff have to support pupils with SEND?**

The SENCO holds the NASENC qualification and an MA in Inclusive Education and is a member of the British Dyslexia Association.

All LSP's have mental health first aid qualifications. We have regular staff training from the iSEND teams for autism, adhd, speech and language, physiotherapy, visual impairment and medical needs.

<p><b>How will we secure specialist expertise?</b></p>	<p>The school applies the graduated approach to how it delivers its support for students with SEND. This means</p> <p><b>Needs are identified</b> – by the class teacher or parent. A referral is made.</p> <p><b>Student are assessed</b> – this has been talked about early in this document.</p> <p><b>Needs are planned for</b> – this might mean advice to teachers, intervention through the Maths and English teams, further assessment and support SEND intervention coordinator</p> <p><b>Support carried out</b> – and then reviewed through APDR</p> <p>Through this process if it is felt that progress is not being made, we will seek support and advice from iSEND Services.</p> <p>SEND services have specialist teachers and educational Psychologists who can be used to deliver advice on teaching strategies, personalised learning programs and the types of in-class support students with additional needs may require. Once this has been done the graduated approach is followed again.</p> <p>Through the guidance of the SENCO we will make the appropriate referral to the local authority if it's felt that the student needs a higher level of funding and support to meet their needs.</p> <p>The school also has links with Alternative Provision such a Plumpton and the Workplace to ensure students who may be struggling in the mainstream setting have an</p>
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	<p>opportunity to access education in a different setting for short periods of time.</p>
<p><b>How will we secure equipment and facilities to support pupils with SEND?</b></p>	<p>The process by which equipment and facilities are sought is the same as expertise. We follow the above graduated approach where as a school we identify a need, we plan for that need, we apply the necessary support, we review that support. This is the cycle that we have to follow and within this if there is a higher level of funding required, we work with the SENCO to put the appropriate application in place. If there is a need for Specialist equipment we work with parents and the advice given to see how this can be sought for the student.</p> <p>Examples of Facilities and Equipment: Seating, Ramps, Lifts, Hearing devices/voice transmitters Toilet and changing Facilities. Laptops, Voice recognition software. Enlarged exams and worksheets if required. Noise cancelling ear defenders</p>

<p><b>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</b></p>	<p>If students are already working with outside organisations, they are invited to the meetings. Sometimes they may not be able to attend, therefore they are asked to send in any information that is needed to help us meet the needs of the student. Wherever possible meetings are held when professionals from other organisations can attend.</p> <p>As a school we seek advice for students when we have followed the graduated approach and feel we need further specialist support. The first level of this is by asking support from iSEND front door referral. From their reports they will advise us on next steps and if any further support is needed from outside organisations.</p> <p>Some support organisations we will send direct requests to for example Speech and Language therapy, Neurodevelopmental Pathway. Some organisations we will support a parental request by giving them information to take along to a meeting either with their GP or if it is a first meeting with CAMHS, we will aim to send supporting evidence.</p>
<p><b>How do we evaluate the effectiveness of our SEND provision?</b></p>	<p>During the Assessment cycles we will look at how in class support is working, through discussion with the Head of Department, by looking at the students grades and for some students they may express their thoughts in their advocacy meetings. Social, Emotional and Mental health provision is reviewed when it comes to an end, here decisions maybe be made around assessment grades, attendance and patterns of attendance, behaviour points, student voice and staff voice</p>

	<p>Provision that is for numeracy and literacy can be reviewed using the entry data and exit data, again through looking at their assessment data and student voice.</p> <p>It is important to assess the effectiveness of the provision, but each student's provision needs to be looked at individually, as for some students a provision maybe successful but for another it's not quite the right approach.</p> <p>As a school we try to ensure that the students also feel they can express a voice over the effectiveness of the support and provision. This is done through Advocacy, Annual Reviews and with discussion with TAs in class.</p>
<p><b>How do we handle complaints from parents of children with SEND about provision made at the school?</b></p>	<p>As parents you may not be happy with the progress or support a student is receiving, it is important to remember that you can contact the school at any point to discuss these matters. Open and honest communication is vital in all of us ensuring student needs are met. Your</p> <ul style="list-style-type: none"> <li>• First point of contact would be the students form tutor or Head of Year, who can follow up any concerns you may have.</li> <li>• If a student is SEND then you can come to the Thursday Drop In, here the SENCO will be available to discuss your concerns and identify what action is required.</li> <li>• If you do not feel that you are being supported, then you can follow the school complaints policy which can be found on the website.</li> <li>• If you are coming into school to discuss your concerns and feel you require support, it is advisable to contact the SEND Information and advice and Support Service (details are below).</li> </ul>

**Who can young people  
and parents contact if  
they have concerns?**

**In school-**

Students: Form Tutor, Head of Year and

SENCO – Ollie Barber [inclusion@willingdonschool.org.uk](mailto:inclusion@willingdonschool.org.uk)

**Local Authority-** iSEND East Sussex

**Local Support Group-**

**SENDIASS**

The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.

We can provide information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance

**Contact**

To access the service <https://amazesussex.org.uk> or 01273 772289

**What support services  
are available to parents?**

For all parents with students with SEN and disability information can be found on the East Sussex website. This website is very useful and it is where all schools information can be found and also the areas local Offer.

<https://localoffer.eastsussex.gov.uk/>

The Parent Carer Forum is an organisation that produces a newsletter that has a lot of helpful contacts and information for



<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>The Local offer is what is available for a student with SEN in your local area, there is guidance and advice on this website.</p> <p><a href="https://localoffer.eastsussex.gov.uk/">https://localoffer.eastsussex.gov.uk/</a></p>
<p><b>Reviewed Annually</b></p>	<p>Written in accordance with the : Children's and Family Act 2014, SEND Code of Practice 2014 and Equality Act 2010</p> <p>Next review September</p>