



**Willingdon**  
COMMUNITY SCHOOL

# SEND Information Report



At Willingdon Community School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience. Support is provided for any student, who at any time in their school career requires additional or different provision to help them achieve success. These students may be those with Special Educational Needs and Disabilities (SEND), or from groups that are nationally recognised as vulnerable to underachievement such as Looked After Children (LAC), students eligible for free school meals (FSM), Gypsy, Roma Travellers (GRT) and those with English as an additional Language (EAL). We believe that all teachers are teachers of Special Educational Needs. For many students their circumstances make them vulnerable to underachievement at some stage in their schooling. We recognise that it is the teacher's responsibility to meet the needs of all young people in their class through their classroom organisation, use of differentiated resources, teaching style and through partnership with specialist staff from the Inclusion teams working in the HUB and the ARCCH. We firmly believe that this lies at the heart of good inclusive practice. This document sets how we cater children and their families with SEND.



*The support from the SEN at Willingdon has been invaluable to my child. They consider his holistic needs, listen to those who know him well and design bespoke approaches to enable him to meet his full potential.*

*Parent of a Year 9 student with Special Educational Needs*

# Contents

Overview of Provision

Frequently asked questions

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

How will the school support my child's learning?

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

How will both you and I know how my child is doing?

What specialist services and expertise are available at or accessed by the school?

What support will there be for my child's overall well-being?

What training have the staff had who support children and young people with SEND?

How accessible is the school environment?

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

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

How will the school prepare and support my child to transfer to college or the next stage of education and life?

What if I think my child may be dyslexic?

How can I be involved? Who can I contact for further information?

# Provision

Your child's education at Willingdon Community School fall broadly into three phases: Year 7 is a period of transition from Primary School, the remainder of Key Stage 3 (i.e. Years 8 and 9) and Key Stage 4 (Years 10 and 11). Support strategies and interventions vary across these phases and are tailored to meet the needs of each student. We offer a range of interventions co-ordinated by the HUB and ARCCH that include:

- Full access to the National Curriculum suitably differentiated to take account of each individuals Special Educational Needs and taught in classes by subject specialist teachers.
- Support for transition from primary school including activities at Willingdon Community School for Year 6 children, visits to the primary schools by the Director of Student Progress and the SENCo, and individualised support for the children and their families from our specialist transition Learning Support Professionals (LSPs).
- Two Year 7 Progress Groups which are smaller in number than usual teaching groups that often have additional support from Learning Support Assistants. The progress groups' curriculum is delivered using strategies that provide greater opportunities to embed key skills.



- Nurture Group – groups of up to 12 students who take part in a 12-week Nurture Programme. This is a provision designed to meet children’s social, emotional and developmental needs by providing opportunities to learn through play and practical skills based activities. The whole school is committed to Nurture and a wide range of opportunities inspired by Nurture are also provided. Please see the Nurture link on the website for more details.



- Small group literacy teaching (Toe by Toe and Lexia) is used where the students are not meeting their age related expected rates of progress and this is overseen by the SENCo who is an accredited Dyslexia Specialist.
- In-class support from Learning Support Professionals in many classes with expertise in subjects and individual needs.
- Social and emotional well-being group work for targeted individuals at transition and throughout Key Stage 3.
- Bespoke individual support and mentoring for students’ social and emotional well-being for targeted students in KS3 and 4.
- Dyslexia friendly approaches to teaching in all lessons.
- Social communication skills intervention.
- Access to a supervised and supported environment during break and lunchtimes in the ARCCH and the HUB.

- Access to key staff with whom trusting relationships can be developed and students can share their concerns.
- Access to a trained and qualified personal counsellor.
- Access to an Accelerated Progress Coach for children in specific groups that may be vulnerable to underachievement.
- Use of iPads, netbooks and PCs to assist with learning and recording work.



## I still have a question about SEN provision for my child...

**How does the school know if students need extra help and what should I do if I think my child may have special educational needs?**

### All Students

We gather a huge amount of information from your child's primary school. Every feeder school is visited by our Director of Student Progress for Year 7 (DOSP) who meets the Year 6 teachers and all students. In many cases she is accompanied by the Director of Inclusion (SENCo). We also carry out screening tests for a range of literacy based skills with all our incoming Year 7 students. This, combined with information from feeder primary school staff and KS2 national testing, is used to inform tutor group placements and teaching groups.

### Students with SEN and / or targeted students

Information about individual needs and disabilities is made available to all of our staff who use it for their planning. If your child is on the SEN register when they transfer from primary school, we will keep them there for the first two terms of Year 7. During this time, the Director of Learning – Inclusion (SENCo) will work closely with class teachers, Learning Support Professionals and our transition Learning Support Professionals to get to know your child. When the SEN register is reviewed you will be contacted if the intention is to remove them from the register.

Students with Education Health Care Plans (EHCP) will already have built up a relationship with both the SENCo and other key staff since visits to us can often begin in Year 5. There is an additional taster day held within the HUB for targeted students that we feel might need another visit. Most importantly, you need to talk to us about how you feel; you know your child best. When parents raise concerns about their child's educational needs the SENCo will gather all the relevant data and information from all of the child's teachers so that a full assessment can take place before any necessary support strategies, referrals or interventions are put in place.

**If you are worried that your child may have special educational needs you should contact our SENCo, Ollie Barber, to discuss the matter further.**

## How will the school support my child's learning?

### **Students with SEN and / or targeted students**

Children's needs are best met through high quality teaching by subject specialist staff that takes account of the needs of each child. Dyslexia friendly teaching with appropriate resources and a range of teaching styles takes place in all subject areas. Where necessary an Additional Needs Plan (ANP), an individual programme of support and intervention for your child, will be drawn up by the school. It's important that you take part in this process since you know your child best. The ANP can include any of the things listed under provision and may include input from external agencies and services. Students who have an Education Health and Care Plan (EHCP) have provisions in place to support them in meeting their outcomes. All students on the SEN register have a student passport. This captures their needs and suggested strategies in a meaningful and manageable way for teaching staff in order to inform their planning.

Boxall profiles are completed for all young people involved in the Nurture programme. This helps us understand where a child is at in developmental terms and it informs supportive strategies that are shared with teaching staff.

We inform staff of student's learning needs via two registers:

#### **The Additional Needs Register**

#### **The Special Educational Needs Register**

If a student is on either register, then their progress is regularly monitored by the SENCo. Students can move between the registers and we would expect the majority of students to do so over their time at secondary school. A brief overview of the differences between the registers is given below.

#### **Additional Learning Needs Register**

A summary of the student's needs is provided on the school information system for staff and teachers use this to help inform their planning and delivery of the curriculum. Progress is monitored by the SENCo after each assessment point and provision is reviewed accordingly.

## **Special Educational Needs Register**

A summary of the student's needs is provided on the school information system for staff and they use this to help inform their planning and delivery of the curriculum. Progress is monitored by the SENCo after each assessment point and provision is reviewed accordingly. A student passport is written by the Special Educational Needs Department in collaboration with the student. It is sent home to parents and it is made available to all staff. This provides more information than the summary provided on the register. If you would like any amendments made to the passport, please inform the SENCo in writing. The passport is reviewed at least once a year.

Students on the SEN register will be prioritised for intervention lessons that are relevant to their need.

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

#### **All Students**

We organise teaching groups to suit the ability range of the students. Lessons are pitched appropriately so that all students can learn and make progress. All teachers take account of the needs of the individual student and differentiate tasks and resources appropriately. At each assessment point each class teacher analyses the progress of all students and targets those who are underperforming. All teachers pay particular attention to students in their class that are from groups that can be at a disadvantage. This is monitored by Directors of Learning and senior staff.

#### **Students with SEN and/ or targeted students**

Student's progress against their indicated grades (targets) is checked at three assessment points during the year; this may lead to your child being chosen to be withdrawn from lessons for extra help. Interventions are time limited and designed to address weaknesses in particular skills.

At Key Stage 4 students follow a pathway of choices that is decided by the student with support in making those decisions from parents and staff. When Year 9 students are going through the process of making their choices, you are invited to a parents evening that enables you and your child to speak to relevant staff about each of the courses on offer. The SENCo is available at the parents' evening and in school to discuss any of your worries as you support your child through this process.

#### **Our Sensory Needs Support Facility**

Willingdon Community School is fortunate to be one of only two secondary schools in East Sussex that host a permanent Sensory Needs Support Facility (SNSF). The facility is financed and managed by ESCC Service for Children with Sensory Needs. The facility and its teacher of

the deaf, provide intervention and support in order for severely or profoundly deaf students to progress linguistically and to successfully access the mainstream curriculum. This is done through one to one in-class sessions in the facility. The teacher of the deaf and specialist staff can also offer mainstream students, with a mild or moderate hearing loss, support and advice in managing their audiological equipment to optimise their listening conditions in class.

*"...we have seen him learn and grow in ways we could not have imagined."*

*Parents of deaf blind student 2013*

## **How will both you and I know how my child is doing?**

### **All students**

You will receive a report that shows your child's progress in each subject area three times a year. There is also one parents' evening during the year which offers an opportunity for you to discuss progress with the subject teachers and where advice from the Director of Student Progress (DoSP) for their year group and the SENCo are also available.

### **Students with SEN and / or targeted students**

Students with special needs or other circumstances that make them vulnerable to under achievement are closely monitored by the SENCo and Senior Staff.

## **What support will there be for my child's overall well-being?**

### **All Students**

Every year group is led by a Director of Student Progress (DoSP) who, along with the child's tutor, will be available to discuss your child's well-being with you. It is the tutor that has daily contact with your child, so they will be the first point of call for such matters.

Upon identification of an issue that presents a challenge to a young person's well-being, the tutor would ordinarily liaise with the Director of Student Progress and you the parent, in order to find an appropriate course of action.

### **Students with SEN and/or targeted students**

The HUB team offer an additional point of contact for parents of children with additional learning needs. If there is a Learning Support Professional in your child's class, they can offer a real insight into the overall experience that your child has during the day.

The ARCCH is staffed by a full-time teacher and Learning Support Assistant who provide support for students facing difficulties in accessing a full curriculum due to issues around Social, Emotional and Mental Health (SEMH). Individual students are supported one to one or in very small groups. Vulnerable students accessing this room may additionally have experienced several moves of school due to being LAC or PEX.

In the ARCCH we also manage the alternative curriculum which involves designing a bespoke programme for some students in KS4. For some students it is accessing a greater amount of time for those core subjects where they struggle, but also supporting those students accessing subjects which suit their future ambitions or talents. For example, we have a small number of students each year who complete a motor vehicle maintenance course off site. We also run a range of Vcert qualifications which are taught in small groups which aims to get students qualifications where they might not have been able to before.

The Welfare Officer supports students with a range of emotional issues such as self-harm, anxiety. She works with both victims and perpetrators of bullying as well as overseeing peer mentoring and mediation. She liaises with our in-school counsellor and also runs social intervention programmes either on her own or in conjunction with Young Carers and other external agencies such as WISE.

### **What training have the staff had who support children and young people with SEND?**

Whole school staff training regularly takes place with a focus on special needs and vulnerable groups. In recent years there has been training for all staff on managing challenging behaviour, Trauma Informed Practice, ASD, ADHD, Dyslexia and hearing and visual impairments.

Our HUB team staff have access to a wide range of training and many of them are developing specialisms across the range of special educational needs. Our SENCo is also a highly trained specialist teacher and associate member of the British Dyslexia Association (AMBDA).

## How accessible is the school environment?

There are three lifts at Willingdon enabling access to all but a handful of classrooms. Access is in the case of some rooms, via another classroom which can be difficult for wheelchair users. Every effort is made to allocate students with difficulties such as this to appropriate classrooms, but due to the constraints of timetabling this is not always possible. We have a few students with quite profound hearing and / or vision loss attending Willingdon, so making the environment accessible is of paramount importance.

Further details can be obtained from our **Accessibility Plan** that is available on our website or a hard copy can be obtained from reception.

**Please let us know if your child encounters any problems or you feel that your child has needs that are not being catered for.**



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

At Willingdon we strive to ensure that all young people, regardless of their individual needs, have access to the whole range of educational opportunities and activities. We comply with all legislation in respect of accessibility and make reasonable adjustment where necessary.

In line with the Equalities Act 2010, we carry out equality impact assessments where necessary to ensure that we can identify opportunities in our practice for promoting our vision as well as our duties on equality across all aspects of school life, including school trips and experiences where reasonable adjustment might need to be made. An example of this is that a student with mobility issues would still be able to take part in our Year 8 coastal geography trip despite the large distances that other students cover on foot. In the past we have arranged for a student to use their scooter; on other occasions students have been accompanied by a member of staff and travelled between points by car and we have even used the Dotto train. Essentially, we will make every effort to make the reasonable adjustments necessary. As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion. Further details can be obtained from our Equality Policy.

## How will the school prepare and support my child to transfer to college or the next stage of education and life?

### All students

Throughout their time with us, all students work on improving communication skills and there is a thorough careers programme that ensures that they have high aspirations for the future and confidence in their ability to achieve their goals and ambitions. Parent Information Evenings at the start of Year 10 and 11 ensure that parents are fully aware of routes of progression through to college and apprenticeships. There is usually a presentation by a representative of Sussex Downs College.



During the year there is a designated careers week during which a number of activities take place, such as a careers fair and “What’s My Line”. In Year 10, students are offered taster days at local colleges and sixth forms.

Each year, all our students with SEND achieve a place at college or on an apprenticeship for the following September.

## **Students with SEN and / or targeted students**

In Year 9, certain students are given the opportunity to visit Sussex University and other institutions as part of the widening participation initiative to raise aspirations. An external body provides impartial careers information, advice and guidance through individual meetings targeted at persistent absentees and those students that we fear may fail to secure onward placements without extra support; this includes students with particular special needs and those in other vulnerable groups. In addition, our Careers Advisor, Mrs Pellet, is trained to give individual advice.

Students are given greater 1:1 support with CVs, application forms and personal statements as the need arises and we run an employability skills programme for the particularly hard to reach through our inclusion room where necessary.

### **What if I think my child may be dyslexic?**

The SENCo is a qualified Dyslexic Specialist Teacher. The Literacy screening tests that all students do on entering the school and again at the end of Year 9, give a good indication of any difficulties of a dyslexic nature. The results from these tests, information from the previous school, teacher, students and parental views all help inform the interventions that are offered. Parents are informed if it is thought that interventions would be beneficial. In addition to specific interventions, dyslexia friendly teaching and sharing information regarding students' strengths and areas of difficulty help ensure everyone is working together to ensure the best outcomes for students with dyslexia or dyslexic type difficulties. The SENCo is always available at Parents Evening to discuss any concerns that may arise regarding dyslexic type difficulties.

### **The exams access arrangement procedure**

The formal process of assessing students for exam access arrangements begins at the end of year 9 and is finalised in the autumn term of year 10. The process begins with every student in the year group completing screening tests to highlight any difficulties. Exam access arrangements can only be applied for, if a range of teachers provide evidence of need and normal way of working. In addition, test scores from sessions with a specialist assessor must evidence significant difficulties compared to their peers. Mrs Barber, the SENCo, is qualified as a specialist assessor. If a young person has a formal diagnosis of a condition or an EHCP, then that can be used as evidence rather than test scores, however teacher evidence is still required. The most commonly awarded arrangements are the use of a laptop, access to a reader and/or extra time. A very small number of students also qualify for a scribe. Parents

and students are informed in writing once the applications have been approved by the Joint Council for Qualifications.

## Do you work with other specialist services?

In caring for and educating your children we recognise the need to work in partnership with you and with other agencies that can support your child. The SENCo will decide which agencies to refer to after discussing your child's needs with you and with teaching staff.

We have close working relationships with:

**ESCC Children's Services** (*including SEN, Sensory Needs, Educational Psychology, Behaviour and Attendance*)

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/default.htm>

**Child and Adolescent Mental Health Service (CAMHS)**

<http://www.ourhealth.southeastcoast.nhs.uk/services/camhs-eastbourne-seaford-and-hailsham.html>

**NHS Speech and Language therapists (SALT)**

<http://www.esh.nhs.uk/childrens-integrated-therapy-service/>

**Targeted Youth Support (TYS) and Family Keyworkers**

<http://www.eastsussex.gov.uk/atoz/heading1464.aspx?forms=&acc=1&ae=1&ah=1&al=1&ar+1&aw=1>

**Traveller and English as an Additional Language Service (TEALS)**

<http://czone.eastsussex.gov.uk/specialneeds/eal/Documents/TEALS%20Leaflet.pdf>

**Sussex Police**

<http://www.sussex.police.uk/>

ES BASS

EP Service

*"Academically he is, for the first time ever enjoying English. He has support*

*in and out of class, and feels safe when at school.”*

*(Parent of a Year 7 student with SEN 2013)*

## What kind of SEN do you cater for? Who can I contact?

It is difficult to list particular conditions and difficulties that we cater for at Willingdon because we endeavour to provide for all students who are placed on our roll and the nature and range of needs changes from year to year. We feel it is important to be open, frank and flexible in planning for all special educational needs within the constraints of mainstream schooling and we will always look to find a suitable way forward. Our on-site sensory needs facility can provide a more bespoke offer to students with these needs - students are allocated places in this facility by East Sussex County Council Sensory Needs Service. We strongly encourage you to make contact to discuss your son / daughter, with either:

**Mrs Ollie Barber**, Director of Inclusion (SENCo), **Mrs Katie Fowler**, Assistant Director of Inclusion, or **Miss Riaine Lyne**, Head of the Sensory Needs Unit.



Similarly, if you still have a question, want to look round or perhaps you feel that your son / daughter's needs are hard to meet and you want to discuss the matter in much more depth, we would love to hear from you.

Telephone: 01323 485254

Links to related policies and The East Sussex Local Offer:

[\*\*Inclusion and SEND Policy\*\*](#)

[\*\*Equality Policy\*\*](#)

[\*\*Equality Objectives and Accessibility Plan\*\*](#)

[\*\*East Sussex Local Offer\*\*](#)