

Wootton Park School Special Educational Needs and Disabilities Information Report School Offer

Wootton Park School is a school in which the learning and teaching, achievements, attitudes and well-being of every young person matter. Regardless of age, ability or disability, all learners are entitled to a varied education and should be provided with the support and opportunities to enable them to become lifelong learners.

The approach to learners with special educational needs and disabilities is set within the context of the Code of Practice 2014 and the aims of Wootton Park School. It follows the guidance set out in part 3 of the Children and Families Act 2014. Learners with special educational needs and/or disabilities are admitted via the usual LA procedures and via close liaison with the SENCo. The SENCo and LDD team will liaise closely with partner schools and early years settings to ensure a smooth transition for learners to both the primary and secondary phase.

Wootton Park School recognises that learners may have a range of different needs and this guidance should be read in conjunction with the school's SEND Policy, Dyslexia Policy and Accessibility Plan. Wootton Park School ensures that learners with physical disabilities are treated on equal terms with their peers and follows the principles of the Equality Act 2010 to implement all reasonable adjustments to ensure that the same opportunities are available to these learners as their peers.

The ethos of the LDD and WPS supports the requirements set out in the Special Educational Needs and Disabilities Code of Practice 2014 that **'every teacher is a teacher of every pupil'**. We promote the view that **'all learners are 'wave 1' learners and all teachers are teachers of SEND learners.'**

Who co-ordinates provision for learners with SEND at Wootton Park School?

Provision for learners with SEND is co-ordinated by the SENCo, Mrs Claire Woodbridge who is also the Head of the Learning Development Department. The LDD team also includes a small number of Teaching Assistants and a Well Being Coach.

How can the SENCo be contacted?

The SENCo can be contacted via the main school telephone number or via email:

Telephone: 01604 931139

Email: C.woodbridge@woottonparkschool.org.uk

What type of SEND needs do we provide for?

The school works within the 4 areas of special educational needs, as stated in the 2014 Code of Practice:

- Cognition and Learning (including moderate learning difficulties)
- Communication and Interaction
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical

How do we identify learners requiring additional support or intervention?

- All secondary phase learners are assessed on entry for literacy and numeracy. Some learners may also complete a Dyslexia Screener if our results suggest and parents/carers agree that this would be appropriate.
- All primary phase learners are assessed on entry against the EYFS standards in Reception or for literacy and numeracy in other years
- Pre-school setting and primary school transition information is used to identify learners who may have additional needs in any of the four areas of SEND.
- In liaison with teachers and teaching assistants
- Via parents/carers concerns
- Via external agency liaison and recommendation
- Via learner concerns

The provision at Wootton Park is personalised to each individual:

- Learners do not have to have an Education, Health and Care Plan (EHCP) in order to receive additional support.
- All interventions are offered and implemented according to individual need.
- If learners do not have an EHCP, but require additional intervention or support, they are placed on the SEND Register under the category '*SEN School Support*'.

Further details of the SEND categories and how we show a graduated approach towards provision can be found in the School SEND Policy.

How does this impact on exams and assessments?

Access arrangements are used to remove barriers to success, but must not give a learner an unfair advantage over their peers.

- All learners are assessed in year 6 to establish if any formal application for access arrangements for KS2 SATs is required
- All learners are assessed in year 9 to decide if they require any access arrangements for GCSE exams and assessments.
- If appropriate, an application is made to the Standards and Testing Agency (KS2) or the Joint Council for Qualifications (GCSE). Once this has been approved, parents/carers are informed by letter of the additional support required.
- Additional support could include any of the following:
 - Reader
 - Scribe or use of a laptop
 - Additional time
 - Prompt
 - Enlarged papers
 - Transcript
 - Separate room
 - Colour naming (if learners are colour-blind)
 - Practical assistant (if learners have a physical disability)

How do we involve parents/carers in their child's education?

- Parents/carers are encouraged to attend the relevant primary and secondary phase open evenings and open days in the summer and autumn terms to explore Wootton Park School and discuss any questions or concerns they may have regarding our provision. The dates for open evenings and open days are published on our website closer to the time.
- Additional visits or meetings can be arranged following these events in order to help answer any further queries before primary and secondary school choices have to be confirmed.
- Once Wootton Park School has been named as a child's school, liaison can begin. This may be via email or telephone, it may involve a member of the LDD or pastoral team attending an interim or annual review meeting at a child's current school or it may be via a meeting or visit arranged at Wootton Park School.
- Once learners are attending Wootton Park, parents/carers are informed of any provision to be put in place via letter. Contact between parents/carers, pastoral teams, teachers and the LDD is encouraged via email or telephone.
- Meetings are arranged as necessary and with the appropriate member of staff. Depending on the needs of the individual, parents/carers may be invited to attend interim progress reviews, annual review meetings or end of year reviews.
- In addition to the meetings and reviews arranged within the LDD, all parents/carers are encouraged to contact form tutors or subject teachers to discuss any specific concerns or queries and are encouraged to attend parent/carer consultation evenings.

How do we involve learners in the plans for their education and support?

- Learners are fully involved in their education and the support they receive.
- Learners in the primary phase, and if appropriate in the secondary phase, are encouraged to share their feelings about their learning and wider experiences via 'All About Me' and 'My Journey' type activities. In some cases, this information will also assist us in creating a Learner Passport.
- Learners in the secondary phase attend meetings with parents/carers and are involved in creating their 'Learner Passport' and setting their targets for achievement.
- In all lessons learners are regularly given feedback on their work and learning and are encouraged to set their own targets for improvement. Peer and self-assessment is encouraged in both the primary and secondary phase.
- Within LDD lessons, learners rate their learning and progress towards personalised targets which are reviewed each lesson and in more depth each half term. A colour-coded rating scale is used to give opportunities for review in both visual and written form.
- Some learners have a coach or mentor for more intensive 1:1 support to enable them to make progress and achieve their potential.

How is the curriculum adapted for learners with SEND?

- All learners are taught in mainstream classrooms alongside their peers. The focus in lessons is on differentiated and personalised high quality teaching and learning to meet the needs of all individuals.
- Where appropriate, and as staffing permits, teaching assistants and partnership teachers support learning and progress in lessons.

- For some learners, additional interventions are necessary to meet their needs. These may be in small groups or on a 1:1 basis and will involve a variety of learning strategies.
- Some learners may receive support for assessments and exams, such as a reader or additional time. Allocation of this support is based on learner assessments and individual needs and must not give an unfair advantage over their peers.

How do we teach learners with SEND?

Methods of learning could include:

- Use of computer based literacy and numeracy programmes
- Use of a structured reading scheme
- Card sorting exercises
- Sequencing activities
- Differentiated worksheets
- Reading for meaning exercises
- Speaking and listening exercises

This list is not exhaustive, but includes some of the regular interventions provided for targeted learners:

- Reading accuracy
- Reading comprehension
- Spelling
- Numeracy
- Speech, Language and Communication development
- EAL (English as an Additional Language) support
- Fine motor skills development
- 1:1 coaching and mentoring

In addition, a wide range of enrichment opportunities are available to all learners during lunch times and after school:

How is the learning environment adapted for learners with SEND?

The accessibility of the learning environment is reviewed annually and will be a priority for the development of our new school facilities. The following are all aspects of how our current learning environment is adapted for learners with SEND:

- Provision of specialist equipment for specific learner needs e.g. ear plugs for Music lessons
- Installation of a disabled access toilet on both floors, one of which also contains a shower and shower seat
- All disabled toilet sinks have been equipped with 'paddle' taps for ease of use
- Installation of carpeting and acoustic ceiling tiles in the majority of classrooms
- Allocated accessible parking spaces in the main car park and Learner Drop-off car park
- Installation of lift to access classrooms on the first floor
- Installation of ramps to all ground floor entrances where there is a change in height
- Some learners may have an early entry or late pass to allow them to access the site in line with their specific needs

How do we support learners' emotional well-being and social development?

The LDD works with the pastoral team to support the emotional well-being and social development of learners. Please see the school's Safeguarding and Promoting Welfare Policy, the Anti-Bullying Policy and the Behaviour Policy for further whole school details.

The following are examples of the interventions we offer to learners who may need more targeted support for social, emotional and/or well-being needs:

- Protective behaviours development
- 1:1 coaching/mentoring
- Social skills and interactions
- Extended transition programme

In addition, it may be appropriate to seek further support from external agencies such as the Educational Psychology Service. A list of the external agencies we currently work with can be found at the end of this document.

How do we assess progress of learners with SEND?

Learners with SEND follow the same assessment procedures and policy as the rest of the learners at Wootton Park. All learners are encouraged to work towards personal targets related to either EYFS criteria or their flightpaths in different subjects and to act on feedback from teachers, teaching assistants and their peers to make progress.

Learners will be assessed in a variety of ways relevant to different subject areas and topics.

These methods could include:

- Written assessment
- Verbal assessment
- Speaking and listening
- Practical assessment
- Performance based assessment

In addition, progress is monitored termly via whole school assessment and data entry points and reports are sent home to parents/carers.

Some learners have Learner Passport reviews of progress with a member of the LDD. Learners with ECHPs also have Annual Reviews.

How do we review the impact and effectiveness of interventions we offer?

- Interventions are reviewed every two terms. Learner progress is reviewed and new targets set or, if sufficient progress has been made, interventions are removed.
- Feedback is sought from learners, parents/carers, teaching staff and any other people involved to establish the impact of interventions over the course of the year.
- Schemes of learning and intervention programmes are reviewed at least annually and usually more often in order to adapt to the needs of individuals.

The aim of Wootton Park School and the LDD is to narrow the gap in attainment each year. This is discussed with the SEND Link Governor and members of the Senior Leadership Team and actions set for the coming year.

How do we enable expertise and training of staff for supporting learners with SEND?

Wootton Park School runs a programme of professional development for all staff each year.

- SEND specific training is offered as part of the CPD programme, delivered from both internal staff and external agencies according to staff and learner needs.
- All members of the LDD follow an induction programme to enable a consistent approach to supporting learning.
- All members of staff complete performance review, of which SEND and Inclusion is a focus
- All staff are coached to support them in further developing and improving their practice.
- All staff participate in formal lesson observations and the programme of learning walks which are led by the Senior Leadership Team and include a focus on differentiation and challenge.
- Twice-weekly briefings for all staff allow urgent messages to be passed to staff prior to seeing learners in lessons.

How do we prepare learners for the transition to a new key stage?

Transition visits occur for all learners transferring from either pre-school to Reception or from Year 6 to Year 7.

- Visits are arranged in the summer term prior to learners joining Wootton Park School.
- The transition for learners with ECHPs can begin as soon as Wootton Park School has been named as their new school.
- Some learners follow an extended transition programme led by a member of the LDD. This can include additional visits to Wootton Park prior to induction day, visits to the learner's early years setting or primary school, additional meetings with Primary School and parents/carers and/or liaison with relevant external agencies.

Who else is involved in helping to meet the needs of learners with SEND?

At times, it is necessary to involve external agencies in the education of a learner at Wootton Park School. The LDD and pastoral team work with a wide range of external agencies and providers to support the needs of learners with SEND.

The following list is not exhaustive, but gives details of external providers we currently work with:

- Education, Health and Care Plan Team
- Educational Psychologist Service (EPS)
- Early Help Assessment Team
- Hearing Advisory Team
- Speech and Language Team
- ADHD Team
- Community Paediatrics and Child and Adolescent Mental Health Service (CAMHS)
- School Nurse

Where can I find further information?

For further information, please see the school's SEND Policy or contact Mrs Claire Woodbridge, SENCo on 01604 931139 or via email contact at C.woodbridge@woottonparkschool.org.uk