

Special Educational Needs School Information Report

Compliant with the
Bath & North East Somerset
Local offer for Special
Educational Needs and Disability



This document has been developed by the Dragonfly Education Trust, to ensure consistency of approach in meeting the needs of pupils with SEND in Writhlington School and Mendip Studio School. It is compliant with the Bath & North East Somerset Local Offer.

Individual schools have personalised the content.

Special Educational Needs Co-ordinator: Mrs S Simmons

At Writhlington School, we strive to support all our students and enable them to reach their full potential. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some students there are occasions when further additional support may be needed to help them fully access the learning environment and achieve their targets.

Pupil Premium

Pupil premium was first introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free Schools Meals (FSM) at any point in the last six years (known as 'Ever FSM 6'). Schools also receive Pupil Premium funding for students who are looked after by the local authority and the children of service personnel.

The Government believes that pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between those children who are eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases, the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives FSM. Schools decide how to use the funding, as they are best placed to assess pupil needs.

Schools are held accountable for the decisions they make through

- Performance tables
- The new Ofsted inspection framework

Children and Families Bill 2014

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and SEN.

The reform programme is set out in *Support and Aspirations: A new approach to special educational needs and disability: Progress and next steps* by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education and Health Care (EHC) Plan – the Local Authority has responsibility for transitioning existing statements to EHC plans by 2018 and with immediate effect for new applications
- Improving cooperation between all the services that support children and their families

Who are the best people to talk to at Writhlington School about my child's educational difficulties or Special Educational Needs?

Tutor / teachers

- Ensuring that all students have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources and so forth) and discussing amendments with the SENCO as necessary.
- Ensuring that the school's SEN Policy and disability procedures are followed in their classroom for all the pupils they teach with any SEN/D.

Special Educational Needs Co-ordinator (SENCO)

- Developing appropriate support plans. Sharing and reviewing these at least 3 times a year and planning for future provision, at Parents Evenings and in agreed review meetings.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities.
- The TA supports the classroom teacher to support teaching and learning and ensure work is differentiated appropriately

How can I talk to the school about my child if I need to?

We welcome regular communication between parents and school. You can contact the SENCO by telephoning or arranging an appointment.

SEND Governor

The SEN/D Governor is responsible for:

- Making sure that the school has an up to date SEN policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEN/D in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body

The Head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for students with SEN and/or disabilities. The Head teacher gives responsibility to class teachers and TAs but remains responsible for ensuring that your child's needs are met.

The SENCO is responsible for:

- Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to make sure all students get a consistent, high quality response to help meet their needs in school.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN/D.
- Supporting staff in following a graduated response appropriate to the needs of the individual student.



Ensuring that parents are:

- Involved in their child's learning
- Kept informed about the support their child is getting
- Involved in their child's progress
- Involved in the planning ahead for their child
- Liaising with all the other people who may come into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology Service
- Updating the school's Additional Needs Register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Writing and reviewing the personalised Pupil Profile that specifies the support provision in place to enable your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How does Writhlington School know if a student needs extra help?

We know when a student needs help if:

- concerns are raised by parents/carers, teachers or the student's previous school
- the student's progress and/or attainment is significantly below age related expectations
- there is a significant or prolonged change in the student's behaviour
- a student asks for specific additional help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning
- how we can work together to support your child at home and at school

Sometimes a student may need some short-term help if there is a change in circumstances, for example a bereavement or family breakdown. Please talk to your child's Progress Leader, the Special Educational Needs Co-ordinator (SENCO), or the Head teacher. At Writhlington, Mrs Simmons is the SENCO. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

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

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and learning style. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs. Where a student has been identified with SEN, work will often be differentiated or adapted by the class teacher to enable them to access the curriculum more easily.

Regular meetings also provide opportunities for parents/ carers to discuss the curriculum with key staff within the school.

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

Activities and school trips are available to all students. Some financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access to activities where payment is needed.

For all activities out of school, a risk assessment is carried out and procedures, or reasonable adjustments, put in place to enable all students to participate. If it is considered that additional 1.1 support is required to support a student, on the grounds of disability, needs or safety, an additional staff member may be asked to accompany a student during the activity/trip.

If, on the basis of the risk assessment, it is considered that a student poses a health and safety risk to themselves or others which cannot be reasonably managed, it may not be possible for a student to access a trip. The head teacher will take this decision, balancing carefully the school's responsibilities to provide reasonable adjustments and fair access alongside health and safety needs.

Where a professional makes a recommendation, parents will be supported to identify services.

How will Writhlington School staff support my child?

All students have individual needs. Students in school with SEN receive support that is personalised. This may be provided by the subject teacher or may include:

- other staff in the school, including Teaching Assistants
- staff from the Local Authority services such as the ASD Outreach Team, or Sensory Service (for students with a hearing or visual need), Speech and Language Therapy Service (SaLT), Occupational Therapy (OT), or B&NES Social Care
- staff from clinical services such as the Child & Adolescent Mental Health Service (CAMHS), RUH paediatrics, Community School Nurses Service
- staff from counselling or mentoring support services such as Off The Record, Mentoring Plus or Compass
- an assessment by an Educational Psychologist or other specialist
- working in 1:1 or small groups on a specific programme of intervention e.g. numeracy skills, literacy skills, social skills or nurture groups
- working in collaboration with staff from dual placements where applicable
- providing special equipment/resources as required to support your child's learning and development

The SENCO will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the SENCO.

Regular reviews of a student's progress are discussed at the SEN Support or Annual Review meetings. These will usually follow the format of the graduated response. The first part of this meeting is to look at the provision for your child and make decisions about the progress that your child is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- support to set targets which will include their specific professional expertise
- involvement in a group run by school staff under the guidance of the outside professional e.g. speech and language support
- recommending additional group or individual work with an outside professional

How will I know how well my child is doing?

Subject teachers and the SENCO are happy to discuss how well your child is doing; these discussions do not need to be limited to the planned SEN Support meetings. All staff use Google Classroom to record homework so that parents/carers can support their children at home. In addition, all parents have an 'Insight' login where staff can record concerns, share achievements and communicate effectively between home and school. All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

What specialist services can the school access?

We have access to a very wide range of specialist services, including local authority services, as follows:

ASD Outreach Service
Brighter Futures
CAMHS
Children Missing Education Service
Community School Nursing Team, Paediatricians and GPs
Counselling Services—Off The Record, Mentoring Plus
Ethnic Minority and Traveller Achievement Service
Hospital Education and Reintegration Service
Occupational Therapy Service
Physiotherapy Services
Parent Partnership Service
SEN Network—local collaboration of services co-ordinated by Fosseyway School
Sensory Support Services
Social Care teams
Speech and Language Therapy Service
Specialist Family Intervention Team
Virtual School or LAC

What support will there be for my child's wellbeing?

The school offers a range of pastoral support for students who are encountering social or emotional difficulties and to help resolve everyday pastoral issues of concern. This could be through 1:1 discussions with a member of the school's pastoral or Inclusion Support teams, regular mentoring meetings, review meetings with parents/carers, small group intervention (e.g. social skills support, developing friendships, managing anger or bullying issues) or may include a specific resource or referral to support the student.

The school may request support from an external service, for example the Community School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services), the Specialist Family Intervention

Team or a counselling service like Off the Record.

For some students, it may be appropriate for a CAF (Common Assessment Framework) to be completed to assess the wellbeing of a student or their family. A CAF essentially creates a plan for the student and family and is written by a lead professional, in consultation with other professionals that are working with the family. This is an entirely voluntary process but is a useful way of assessing overall needs and the type of service or provision that may be beneficial.

For students with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory Services. This may lead to the assessment or support of an occupational therapist or additional resources being made available at home or at school.

Where appropriate, homework tasks may be adapted to suit the needs of individual children.

What training opportunities are there for staff supporting children with SEN/D?

It is an important part of the SENCO's role to support subject teachers in planning for students with SEN and provide in-house training where appropriate. The school has a school improvement plan, which includes identified training needs for all staff to improve the teaching and learning of students including those with SEN/D. Writhlington School is committed to providing high quality continuing professional development (CPD) to its staff team. This may include whole school or individualised training on SEN/D issues or provide a focus on particular issues, such as ASD, ADHD, or specific learning difficulties. Individual teachers and support staff may also attend training courses run by outside agencies that are relevant to the needs of specific students or their own professional development.

How accessible is the school environment?

The school endeavours to meet individual needs, and we are always happy to discuss individual access requirements. Toilet and changing facilities adapted for disabled users are available on the ground floor and wide doors in many parts of the ground floor area. As part of the school's accessibility review, carried out regularly, accessibility issues are always considered in light of any individual need.

How is the decision made about what type and how much support my child will receive?

Each student is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies may sometimes mean an increase of support and/or resources. Regular review meetings are held between the SENCO, parents, tutor and subject teachers to discuss student progress and any additional needs which require support.

If a student joins from another school, information provided by the feeder school and any involved professional agencies, along with our own assessments, will inform the effective allocation of support or resources for the student.

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through:

- discussion with the subject teacher or tutor – either formally at SEN Support meetings, Parents Evenings and other parent/teacher consultations. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.
- discussion with other professionals e.g. the SENCO, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or via written reports).
- effective use of Insight to maintain regular liaison regarding information or concerns.
- some students may have ongoing input from various support agencies. For these students, a regular Team Around the Child (TAC) meeting will be convened to discuss and review progress and set appropriate targets.

Who can I contact for further information?

If you wish to discuss any aspect of your child's special educational needs, please contact the:

- SENCO
- Subject teacher

- Tutor
- Head teacher
- The SEN/D governor

Please contact the school if you have any further questions.

This document has been developed by the Dragonfly Education Trust, to ensure consistency of approach in meeting the needs of pupils with SEND in Writhlington School and Mendip Studio School. It is compliant with the Bath & North East Somerset Local Offer.

This School Information Report will be reviewed annually:

Term 6 July 2019