



# Writhlington School

Midsomer Norton Schools Partnership

## Special Educational Needs Information Report 2021-2022

This document has been developed in collaboration through the Norton Radstock Cluster of schools and identifies the schools ensure consistency of approach when meeting the needs of pupils with SEND in the Midsomer Norton local area.

Individual schools have personalised the content.

Special Educational Needs & Disabilities Co-ordinator: Ms L Zuanella

## Inclusion at Writhlington School

At Writhlington School, we strive to support all our students and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. High 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.

Our aim in the Learning Support Centre is to equip students with the skills to become confident in the management of their special educational needs, to become independent learners and to achieve their potential.

The Learning Support Centre is based centrally in the school. It includes an intervention room and a large open plan area where Learning Support staff are based. This is a welcoming, friendly, nurturing space which students can access throughout the school day.

The Learning Support Team works closely with all subject departments and student support services within the school. We believe that the sharing of information and a coordinated approach will give staff the knowledge needed to personalise learning for SEND students so that their needs are met. We strive to ensure that barriers are removed for students with SEND so that they have full access to the curriculum and extracurricular activities, making their experience at Writhlington successful and rewarding.

## How will Writhlington School support my child?

Students with special educational needs or disabilities are those who experience significantly greater difficulty in learning, or accessing learning, than the majority of their peers and whose educational progress is thus hindered and may be limited.

These students require special consideration in terms of physical access, curriculum and teaching provision above that which might normally be expected to be available.

The majority of students with SEND needs are identified before joining Writhlington School. We work closely with our feeder primary schools to ensure SEND information is shared ahead of transfer and, where possible, families can meet the Special Educational Needs Coordinator (SENDCo) and complete their child's Support Plan ahead of starting in September.

Students who make in-year transfers are also identified in the same way; we work collaboratively with their previous school to transfer SEND documents and provide additional visits to agree a personalised Support Plan and ensure a smooth transition.

Students can also be identified as having SEND needs at any point in their educational journey at Writhlington School.

This identification may come from any of the following:

- Testing of reading, spelling and cognitive ability on entry to the school.
- Concerns raised by parent/carers
- Concerns raised by teacher/Head of House
- Concerns raised by the students themselves
- Data such as end of term tests of standardised assessments
- Lesson observations and learning walk

If your child is not making 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. In this case, please talk to your child's tutor or Progress Leader in the first instance.

Students in school with SEND receive support that is specific to their individual need. This may be provided by the subject teacher or may include:

- other staff in the school, including Teaching Assistants
- working in collaboration with staff from dual placements where appropriate
- 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 (SLIP), 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 or Mentoring Plus
- 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 or social skills
- providing special equipment/resources as required to support your child's learning and development

Staff 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 SENDCO.

Regular reviews of a student's progress are discussed at the Progress reviews 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 are students recorded on the SEND register?**

All students who have been identified as having SEND will be registered on the school's SEN register either as School Support (K) or as having an EHCP (E). Information recorded will include the student's SEND category of need.

## What is the role of staff in supporting students with SEND?

### Headteacher

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

### The SENCO

The Senco is responsible for:

- Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school's SEND 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 SEND.
- Oversight of the school's graduated response appropriate to the needs of the individual student.
- Ensuring that parents are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how their child is doing
  - taking part of planning ahead for them
- Liaising with external agencies & other professionals who may come into school to help support your child's learning.
- 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).
- Providing specialist support for teachers and support staff in the school so they can help learners to achieve their potential.
- Liaising with the relevant staff and agencies to create Learning Support Plans that specify supportive, evidence-based interventions to enable learners with SEND to achieve their targets.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

### Teaching Assistants:

The role of Teaching Assistants is to work with teachers, the Senco, parents and other outside agencies to raise the attainment of pupils whilst also promoting their independence, self-esteem and social inclusion. Teaching assistants support students so that they can access the curriculum, participate in learning, close the learning gap and experience a sense of achievement.

A teaching assistant may:

- Be allocated to support in a classroom where there are students who have significant difficulties and a higher staff to student ratio is required to enable students to access learning.
- Work with several students in the classroom and are encouraged to support students in becoming confident and independent learners.
- Remove a small group of students from the lesson to teach an agreed aspect of learning under the direction of the class teacher.
- Lead a focussed intervention which they have been trained to deliver. This may be a 1:1 intervention or a small group intervention. These sessions are overseen by the Senco and heads of department.

**Teachers:**

The Special Educational Needs Code of Practice (2015) says that teachers are both “responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress”.

The Code of Practice also states that “where concerns are identified, teachers should work with the SENCO to assess whether the pupils has SEN and requires support above and beyond that of Quality First Teaching. At Writhlington School staff are required to complete a SEND referral form. The Senco will then engage with the students and parent(s)/carer(s), explore the staff concern and identify if the student has SEN needs which require intervention.

Teachers will know which students are on the Additional Needs Register and what support is required for access to learning. Teachers will refer to Learning Support Plans when planning lessons and SEN needs should be identified on classroom seating plans.

Teachers will ensure that all students have access to High Quality Teaching and that the curriculum is adapted to meet the student’s needs.

**SEND Governor**

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND 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 SEND 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.

**How will Writhlington School support my child’s Key Stage transition to and from school?**

The school has a well-established transition programme for students moving from KS2 to KS3. The SENDCO is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs and/or disabilities.

The SENDCO contacts all the main feeder primary schools, to discuss individual needs with relevant primary staff. This information contributes to the support arrangements for all new students in Year 7.

There are several opportunities for Year 6 transitional students to experience life at Writhlington before the September start date. All students with SEND are fully included in this programme, which includes a taster day during the summer term.

Additional visits to the school, to meet key staff or become familiar with routines and layout, can be arranged with the SENDCO during the summer term. This is done in liaison with parents and the primary school and is tailored to suit individual needs.

Transition arrangements for students between KS3 and KS4 are more individually based, to help students with SEND plan appropriate KS4 option choices and carefully consider post-16 education and future employment opportunities or interests.

Students with a SEND EHCP or who are Looked After are prioritised to meet the school’s careers advisor

to ensure a clear plan is in place to enable them to move on to an appropriate post-16 educational or employment-based training opportunity.

If a child has a current EHAF (Early Help Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

## What support is available for students with Special Educational Needs & Disabilities?

All students who are placed on the SEND register at Writhlington School have a personalised Support Plan. This plan is created in collaboration with the SENDCo, the student, parents/carers and any other relevant staff or professionals. The plan identifies the student's strengths, support needs and current interventions. This plan is reviewed at least twice each year with a member of the SEND Team.

### Interventions

The interventions offered by the SEND Team and other supporting professionals can vary depending on the needs of the students on roll. Below is a list of some of the interventions which are currently available:

- Teaching Assistant support in the classroom to improve access to learning through personalised differentiation
- Small group literacy taught by the Literacy HLTA with a focus on core literacy skills.
- Reading support (TA led)
- Spelling support (TA led)
- Touch typing (TA led)
- Online literacy programme aimed at students with dyslexia or dyslexic type difficulties (this is offered in am or pm registration, after school and through family led homework support)
- 1:1 ELSA support (Emotional Literacy – understanding emotions & developing strategies)
- Seeing Red (managing anger/emotional outbursts)
- Use of laptops / reading pens and other assistive technology
- Reduced curriculum / adjusted timetable
- Exam access arrangements
- Mentoring (Mentoring Plus, Off the Record, Sporting Family Change and TA led options available)
- Speech and Language support from a qualified therapist
- Social communication support (HLTA led)
- Autism support (HLTA led)
- Referral to Paediatric services if required
- Assessment by an Educational Psychologist (EP) where interventions to date have been unsuccessful and additional support is required to identify a student's needs

Staff 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 SENDCo.

Regular reviews of a student's progress are held where the EHCP and/or Support Plan are reviewed. These will usually follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the 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.
- Additional group or individual work with an outside professional.

### **What specialist services can the school access?**

We have access to a very wide range of specialist services including local authority services. Some of these services are listed below:

- Autism Outreach Fosseway (SASS)
- Autism support (Somerset LA)
- CAMHS (Child and Adolescent Mental Health Service)
- Children Missing Education Service
- Community School Nursing Team
- Paediatricians and GPs
- Compass Project
- Counselling Services: Off The record, Mentoring Plus, Speak Easy
- Educational Psychologists
- Hospital Education and Reintegration Service
- Occupational Therapists
- Parent Partnership Service
- Physiotherapy Services
- Social Care teams
- Specialist family intervention team (Southside)
- Speech and Language Inclusion Partnership

### **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 need. 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 SEND, work will often be differentiated 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. 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

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

The school offers a range of pastoral support for students who are encountering emotional difficulties and to help resolve everyday pastoral issues of concern. This could be through 1:1 discussions with members of the school's pastoral or Inclusion Support teams, regular mentoring meetings, review meetings with parents/carers, small group interventions (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 such as Off the Record. For some students, it may be appropriate for an EHAF (Early Help Assessment Framework), replacement for CAF (Common Assessment Framework), to be used to support the wellbeing of a child and their family. An EHAF 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 accessing 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 team. This may lead to the assessment or support of an Occupational Therapist, Disability Nurse or additional resources being made available at home or at school.

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

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

Each child 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 will sometimes mean an increase of support and/or resources.

Regular review meetings are held between parents and key members of staff, which may include the SENDCo, Head of House, Tutor and/or subject teachers to discuss the student's progress and any additional needs which require support.

If a student joins from another school, information provided by the feeder school, along with our own assessments, will inform the effective allocation of resources/support for the student.

## How will Writhlington School allocate resources to support my child's needs?

The school's budget includes money for supporting students with SEN, referred to as the 'notional SEN budget'. The school's Senior Leadership Team, in conjunction with the School Finance Manager, decides on the allocation of the total budget for special educational needs in consultation with the school governors.

The Senior Leadership Team discuss all the information they have about SEN in the school to decide the level of resources, training and support required. SEN funding is usually allocated to employ staff and outside specialists and to purchase resources and equipment.

Where a student has significant needs that the school feels it is unable to meet within the available school budget, a local authority Request for a Statutory Assessment may be made for the student. This may lead to the implementation of an Education, Health and Care Plan (EHC) leading to recommendations for provision, further support and possibly additional funding being provided by the local authority. The local authority SEND team make the final decision over additional funding allocation for pupils with EHCP's.

Parents can also request that the local authority carry out a Statutory Assessment of their child's needs. Where a student has an Education, Health and Care Plan and additional funding, the school will provide support or resources as required to meet the objectives of the EHC plan. The use of this additional funding is monitored and amended if necessary, at the student's Annual Review meeting. The local authority also monitors the effective and efficient use of these additional financial resources.

### **What training opportunities are there for staff supporting children with SEND?**

It is an important part of the SENDCo's role to support subject teachers in planning for students with SEND and to provide in-house training where appropriate. The school has a school improvement plan, which includes identifying training needs for all staff to improve the teaching and learning of students including those with SEND.

Writhlington School is committed to providing high quality continuing professional development to its staff team. This may include whole school training or individualised training on SEND issues or provide a focus on particular issues such as ASD, ADHD or specific learning difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class or their own professional development.

### **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:

- Discussions with the subject teacher – either formally at Support Plan meetings, Parents Evenings and other parent/teacher consultations. This helps to make sure we are doing similar things to support them at home, and we can share what is working well at home and in school
- Discussions with other professionals e.g. the SENDCo, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both)
- Some students may have on-going 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.

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

In addition to the usual school reporting processes, Subject teachers and the SENDCo are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular Provision Plan meetings. As a school we welcome regular communication between parents and school.

You can contact the SENDCo by telephoning or by arranging an appointment. The SENDCo email for the School is [lzuanelle@writhlington.org.uk](mailto:lzuanelle@writhlington.org.uk). All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

## How accessible is the school environment?

We will always do our best to meet individual needs, and make reasonable adjustments, and we are always happy to discuss individual access requirements.

As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.

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

Parents who think that their son/daughter may have a learning difficulty should, in the first instance, raise it with the student's form tutor who will seek advice from the learning support team.

If your son/daughter is already on the SEN register then you may contact the SENDCo, Ms Zuanella: [lzuanelle@writhlington.org.uk](mailto:lzuanelle@writhlington.org.uk)

## Where can I find the local authority's Local Offer?

Link for B&NES Local Offer: <https://www.rainbowresource.org.uk/>

**The School Information report will be reviewed annually.**

**Next review: Term 6 (July 2022)**