

SEND
Transition
2022

Welcome to Wallingford School

The SEND team would like to welcome you and your child to Wallingford School. This booklet will share some more information about the team and aims to answer any questions you may have.

Our team is led by SENDCO Kate Atkins (BA, PGCE, MA). Deputy SENDCO Vicki Fleming (NASENCO) is based at Wallingford School two days a week, and is the SENDCO at Brightwell cum Sotwell CofE Primary School one day a week. The team is supported by Administrative Assistant, Ellie Prince.

Mrs Howard-Saunders and Ms Ladbrook are SEND Specialist Teachers and we have a team of experienced, passionate and caring teaching assistants.

We work across the school to support a variety of different learners ranging from students with autism to students with complex physical needs. We have a learning base, which we call M1 and identified classrooms (M3 and M4) where we deliver our interventions; this space is also available at break and lunch time as a safe space for our SEND students.

At Wallingford school we identify a pupil has Special Educational needs when their learning difficulty or disability calls for provision that is different from or additional to that normally available to pupils of the same age. The level of support for pupils with SEND is needs-led and based on providing provision to individual's needs. This provision focusses on their ability to engage in and access learning, and/or support them with the social and physical environments of school.

Based on our experience of SEND and transition, we have put together some commonly asked questions to share how our SEND students are supported at Wallingford School. We hope that this alleviates any concerns that you may have and helps you feel confident about the next steps for you child but if your have any additional questions or concerns, please do contact the team.







How do schools work together to help children with secondary transfer?

Your child's primary school is already doing a range of things to help pupils prepare for secondary school. These include:

- talking with them about going to secondary school and things they are looking forward to or are worried about.
- arranging extra visits to secondary schools if this is felt it would benefit them.
- passing on copies of individual support plans to the new school.
- inviting the secondary school SENDCOs to attend review meetings in Year 6.

Additionally, the primary schools will provide lots of information about students, including any agencies, current or historic, who have supported your child at primary school (e.g. speech and language therapist) so that we can ensure we have an accurate picture of their need.

How can I help my child prepare for their new school?

Here are some practical ideas parents have told us they found useful when their child went to secondary school. You know your child best and can decide what will help them most.

Before starting:

- practise walking to school and consider road safety skills
- check the school uniform and equipment list
- practise getting ready for school in good time
- think of ways to make sure your child does not lose belongings in school; for example, get a clip for their locker key. Make sure all items are named so we can get items back to your child should they misplace them.
- think about ways of organising books and equipment; your child will receive a copy of their timetable in September and this will also be available to view on our homework app.

Talk to your child about what to do if they:

- miss the bus (go to the school office and ask an adult for help)
- can't find their class (go to the school office or ask an adult/another student for help)
- lose their lunch payment card (speak to their form tutor or go to the school office)
- are not sure what to do (take a deep breath and ask an adult nearby for help)
- Leave something at home e.g. PE kit, homework etc. (let their form tutor know and they will help)

How your child will be supported at secondary school

Wallingford is an inclusive school and we provide a high quality education for all of our students regardless of their starting points or needs. Every teacher is a teacher of SEND and we ensure training is given priority and that understanding of SEND children informs all planning. The SEND team oversees the provision and supports individual students, with all staff within the school operating as a team and working together to support our young people.

There are several key people who will be involved with your child's care:

1. Form Tutor

This is the first person to speak to if there are any issues at school. Your child will see their tutor every day and will get to know them well. The form tutor can easily liaise with other subject teachers and the SEND team to make sure that any issues are solved quickly. The form tutor is your child's key person and they will check in with them daily.

2. Subject Teachers

At secondary school, your child will be taught by several different teachers. All students on the SEND register or with a specific diagnosis (e.g. dyslexia, ADHD) have a pupil profile, which subject teachers read and use to inform their planning. If you have any concerns within specific lessons, then the teacher is the first person to contact as they may be able to solve things very quickly.

3. Head of Year

Your child's Head of Year is in charge of their overall pastoral welfare. This means ensuring that they are looked after and supported with any pastoral issues (e.g. friendship issues, attendance, uniform). The Heads of Year work closely with the form tutors and the SEND team and have a very good knowledge of all the students in their year group, having undertaken transition visits to each primary school.

4. SENDCO and Deputy SENDCO

The SENDCOs co-ordinate the provision for all students on the SEND register. In secondary schools such as ours, there are larger numbers of students on the SEND register compared with primary schools so you may not have the same level of direct contact with the SENDCO. However, the SENDCO will still be involved in your child's care, and since SEND is distributed across all members of staff, every teacher is effectively a teacher of SEND. If you need to contact the SEND team or speak with the SENDCO or Deputy SENDCO then please email sendco@wallingfordschool.com or deputysendco@wallingfordschool.com. Our admin assistant may also contact you from time to time, especially if your child has an

EHCP (Education and Health Care Plan), as part of the annual review process.

5. Teaching Assistants

At secondary school, teaching assistants (TAs) can be used very differently compared to primary settings. Where there is often a teaching assistant in each primary class, at secondary school TAs are prioritised to work with students with EHCPs and mainly in the core subjects of English, Maths and Science. From time to time TAs may deliver some interventions, including social skills and life skills support. All interventions are planned and led by our SEND teachers.

What does support look like for SEND students at Wallingford School?

At Wallingford school we categorise our SEND support into distinct phases.

Phase 1 - This is 'Quality First' teaching, where excellent teaching and differentiation to the individual means that every pupil is included, with high expectations for all.

Phase 2 - This is when pupils may require additional adjustments to be made to support their learning within the classroom. For example, seating plan arrangements; specialist resources, such as a reading pen, coloured overlays; time-out cards etc. At this stage the pupil would have a **Pupil Profile** created for them.

Phase 3 - This is more targeted support for pupils with SEND. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. At this stage pupils would be accessing a **Learning plan** in addition to their **Pupil Profile**.

Pupil Profile and Learning Plans

If it is identified that a pupil may/does require support additional to that offered to all pupils a Pupil Profile will be completed by a member of the SEND department. This is then shared with all teachers, staff and parents. A Pupil Profile is a simple-to-use one page document which supports teachers to clearly see the needs of the pupil and the additional in class provision required to ensure they can access the learning.

In most cases a Pupil Profile is sufficient to ensure that pupils can fully access the curriculum and make strong academic progress. However, for some pupils, where there are further concerns a Learning Plan will be completed by a member of the SEND department. A Learning Plan details smaller steps which are personal to the pupil and their progress. These will be reviewed termly, and a future plan made. Targets will be set which are designed to support the pupil and to improve learning outcomes.

Examples of why pupils are placed onto a Learning Plan, are that despite receiving quality first teaching and the additional provision of a Pupil Profile the child:

- continues to make little or no progress in specific areas over a consistent period
- continues working at curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group.
- has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Interventions

Occasionally, it may be felt that a student would benefit from some additional support in key areas e.g. maths or literacy. In discussions with parents and teachers we may invite students to attend small group interventions in our learning base - M1. Some of these may be short term (e.g. for six weeks and others may be for longer).

These include*:

- Fresh start literacy
- Life skills including travel training
- Social skills groups
- Zones of regulation
- General literacy intervention
- Functional Skills English - level 1
- Maths
- Dyslexia Gold
- Bespoke PSHE for vulnerable students
- Physiotherapy for PD students



* The range of interventions offered is driven by student need - the interventions listed here may not run every year.

M1 - SEND learning base

M1 is the name given to our learning base and is where you will find the SENDCO, Deputy SENDCO and admin assistant. The TAs are also based here when not in lessons and our interventions run here or in connected spaces.

SEND students can spend break and lunch time here if they want to; M1 is a designated safe space for many students. Some students like to drop in before

tutor time, just to say hello and to share news or chat about any worries they might have at the start of the day. Arrangements are made for some students who need to access this space more than others. We always encourage students back to lessons as appropriate, but we also know that sometimes students need to access a quiet and calm space to decompress and reset.

What should I do if I'm worried or something is not going well for my child?

Always contact your child's form tutor first and they will take action to resolve the issue and coordinate any further action or advise on the next steps e.g. involving the Head of Year or contacting the SENDCO or Deputy SENDCO.

How will I know how my child is progressing?

In addition to the progress reports, students on the SEND register receive three review meetings a year, organised as follows:

- Parents' evenings - to discuss progress with subject teachers
- SEND forums - held regularly throughout the year
- Tutor meetings - an opportunity for parents to meet with their child's tutor, held in term 1

The SENDCO is available at all parents' meetings and you can request an appointment to meet on this evening. Parents can contact the school to request a meeting with the SENDCO or Deputy SENDCO at any time throughout the year.

If your child has a taught intervention on their timetable, then you will be able to meet the teacher at parents' meetings too.

If your child has an EHCP then you will be invited to attend an annual review which will be organised by Mrs Prince, our SEND Administrative Assistant. This review is an opportunity for you and any other professionals involved with supporting your child to discuss and review progress against their outcomes.

Additional Support

The SEND team run a homework club, twice a week after school until 4pm. This is really useful for students who find completing homework challenging and would benefit from some additional support when completing it. It can ensure that time spent at home is about home and any potential conflict is avoided too, as many of our SEND students can be very tired at the end of the school day. Homework club is staffed by TAs, so there is always someone on hand to help.



Wallingford
SCHOOL

Useful contacts

SENDCO - Ms Atkins
Deputy SENDCO - Ms Fleming
Administrative Assistant - Mrs Prince

sendco@wallingfordschool.com
deputysendco@wallingfordschool.com

Head of Year 7 - Ms Hearn
Head of Year 8 - Mr Choi
Head of Year 9 - Ms Walker
Head of Year 10 - Ms Dudding
Head of Year 11 - Ms Burns
Head of Sixth Form - Ms Mummery

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To contact the SEND Administrative Assistant or any of the Heads of Year, please call the main switchboard on: 01491 837115.



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