

SEND Information Report

About our school

Wallingford School provides for students with a wide range of special educational needs including those with:

- Communication & Interaction Needs; this includes students who have speech language and communication difficulties including autistic spectrum conditions
- Cognition & Learning Needs; this includes students who have learning difficulties and specific difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional & Mental Health Needs
- Sensory and or Physical Needs; this includes students who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream comprehensive with a Special Educational Needs base and ReFLEX Learning Centre (which supports students with challenging behaviour).

Our Special Educational Needs Co-ordinator (SENCo) is Helen Monaghan.

She can be contacted by email monaghanh@wallingfordschool.com or phone 01491 837115

Our Governor with responsibility for SEND is Charles Eales.

Our SEND Policy can be found on the website.

Our Equality Scheme and Accessibility Plan can be found on the website.

How do we identify and give extra help to students with SEND?

The school uses Oxfordshire County Councils guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify students with Special Educational Needs
- How we assess students and plan for their Special Educational Needs and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each students' needs
- How we review progress and agree outcomes and involve you and your child in this

Click here to see it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

How do we work with parents and young people?

We will always contact parents if we have concerns that a student may have a Special Educational Need or disability.

We work closely with students with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by termly meetings, parents' evenings, home school diaries, phone conversations, parents' SEND Forum.

Adapting the Curriculum

We offer a broad and balanced curriculum for all students including those with SEND. Details are published on the school website. Adaptations for KS3 and KS4 can be found on the Key Stage Provision Map at the end of this report. Adaptations for disabled students are set out in the School Accessibility Plan.

What expertise can we offer?

Our SENCo (BA Education, Cert. Ed.) is a teacher with several years of experience working with students with SEND.

All teachers have basic awareness level training in effective differentiation and inclusive teaching and learning.

Some staff have enhanced training in working with visually and hearing impaired young people and moderate and profound physical disabilities. Additionally, we have staff who have been trained to work with students with autism and with students whose behaviour is challenging.

Teaching Assistants are trained to support the particular needs of the children they work with.

We also have access to a range of specialist support services including:

- Educational Psychology
- SENSS, supporting students with communication and language difficulties, sensory needs and physical needs
- Behaviour Support
- Child and Adolescent Mental Health Service (CAMHS)
- Oxfordshire School Inclusion Team
- Oxford NHS Therapy Service (Physiotherapy, Occupational Therapy & Speech Therapist)
- Early Intervention (via HUBs)
- School Counselling Service
- School Nurse
- Children's Social Care
- YOT and YOT Nurse
- Meadowbrook College
- We have a specialist assessor who visits school to assess students for exam access arrangements before we make applications to the exam board.

Information about some of these services and what they offer can be found through the 'Local Offer' on the Oxfordshire County Council web pages. See web link on page 4 of this report.

How do we know if SEND provision is effective?

The progress of all students is tracked in all subject areas throughout the school using data tracking and 'Raising Achievement and Progress' (RAP) system.

In addition for students with SEND we regularly review progress towards agreed outcomes, assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this process against age related expectations. When we run special intervention programmes for groups of students we assess how successful they have been and use that information to decide on how best to run them in the future. Interventions are costed and tracked using a provision management system. Information about how the Governing Body evaluate the success of the education for all students with SEND is contained in the Governor's Annual SEND Report which can be found on the website.

How are students with SEND helped to access activities outside of the classroom?

All students are included in activities and trips following Risk Assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

Oxfordshire's accessibility strategy can be read at

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of students with SEND?

All students have the opportunity to share their views through their School Council Representatives. We listen to the views of students with SEND through review meetings and drop-in sessions in the SEND Base. We take bullying very seriously. All students are encouraged to use confidential anti bullying cards which are looked at daily by the Head Teacher and Senior Leadership Team. Students with SEND are shown how to use these cards.

Joining the school and moving on

All new students spend a day in school before starting. Those with SEND are provided with an additional Transition Programme to enable them to feel confident by the time they join us, if required.

We prepare students for transition into the next stage of their education and training by providing them with the opportunity for regular meetings with the Schools Careers Officer and additional transition meetings with the SENCo and relevant support agencies.

Who to contact

If you are concerned about your child with SEND contact the SEND Co-ordinator.

If you'd like to feedback, including compliments and complaints about SEND provision contact the SEN Co-ordinator. We will respond to any complaints promptly.

If you'd like impartial advice from Oxfordshire's SENDIASS Service (formerly Parent Partnership) contact:

<https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

Oxfordshire's 'Local Offer' contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Our school has contributed to the County's 'Local Offer' through attendance at training workshops.

Helen Monaghan

Autumn 2016

Key Stage Provision Map – Wallingford School 2016 – 2017

	Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory and/or Physical Medical Conditions
Transition	Visits to primary schools re: guidance & welfare. SENCo visits primary schools and attends review meetings. Head of House gathers specific information in primary schools. Individual parental visits to Wallingford School with potential student. New Intake Evening. Students Induction Day in the Y6 Summer term. SENCo & Head of House meet to discuss issues and placements. Open Evening. Data Exchange. Early transition programme. TAs working in primary schools with vulnerable pupils. SEND Open Evening.			
KS3	Pupil Profiles (inclusion passport). In-class support (Teaching Assistant or other). Specialist teaching. Additional Literacy/Numeracy Wave 2 strategy catch-up or adapted programmes (English & Maths RAP). Wave 3 'Nurture' intervention assessment / progress tracking (small group / 1:1). Annual Review and reporting cycle. 1:1 reading interventions. Clubs – Homework all breaks & Tuesday/Wednesday after school. ICT provision / specialist software. Special arrangements. Gifted & Talented programme. LEXIA spelling programme.	LOW INCIDENCE Access to Speech & Language advice and/or programme if appropriate. In-class support if appropriate. Specialist teaching if appropriate. Visual timetable if appropriate. Social stories if appropriate. Whole school INSET. Use of symbols / visuals. Structure school & class routines.	Re-Flex Learning Centre. In-class support. College Day Release. Pastoral Support Plan. Time-out card. Re-Flex staff support. School Counsellor. Student Mentoring. Social skills group (formerly anger management). School Health Nurse on site. Behaviour Support Service.	LOW INCIDENCE School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements. Specific physiotherapy or occupational therapy programmes may be offered. Some in-class support may address health and safety or access issues.
KS4	As above plus: Guided options choices. Modified curriculum. Alternative qualifications (e.g. entry level GCSE, ASDAN Skills for Life). Special exam arrangements. Revision classes/interventions. Supplementary coursework sessions. Curriculum coursework catch up.		As above plus: Guided options choices. Reduced curriculum. Vocational courses. Work / college involvement. Re-Flex 1:1 monitoring.	
Access Strategies	Dyslexia-friendly initiative. Mind / brain friendly learning. Task Management Boards / key word banks. Student information to staff. Ability sets / small groups.	Autism-friendly initiative – Positive language environment. Student information. Peer mentoring. Differentiation. Self-esteem group.	Community & transition. Careers Advisor. Peer mentor & individual mentoring. Guidance & welfare systems. Whole school behaviour plan.	Accessible toilets. Medical / physiotherapy / OT. Medical support. Transport (home-school). Mobility (onsite). Lunchtime activities / library /

	<p>Differentiated teaching and planning in all curriculum subjects. School marking policy. School homework policy / planners. Modified curriculum / specialist advice. KS4 options / KS4 curriculum pathways. College / work experience. Special exam arrangements.</p>	<p>Technical communication aids. Communication skills group.</p>	<p>School sanction policy. Managed transfer. Social skills group.</p>	<p>Homework club. Lift / ramps / handrails. Signage. VI-friendly initiative. HI-friendly initiative. Specialist ICT resources. Specialist equipment (e.g. writing slope, switches). Keyboard skills training. Bespoke furniture. Soundfield system. Moving & handling training / risk assessments - external trainer.</p>
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