



## WADHAM SCHOOL

### SEND INFORMATION REPORT 2023-2024

In accordance with section 65(3) of the Children and Families Act 2014 and the revised SEND code of practice page 93 (para 6.74)



We are a learning community in which all young people are supported and encouraged to achieve their potential. We are as proud of the students whose overall progress is more gradual and supported as we are of those who achieve the highest grades in public examinations. Our curriculum provides for all equally.

Wadham values all partnerships that enable us to ensure our students are able to benefit to the full from their time in school. The most important of these is with parents. We believe that together we can help our young people make the most of their learning and prepare them for the demands of an ever-changing world.

At Wadham School we empower our young people to be independent in thought, confident in developing their skills and knowledge, committed to the wellbeing of others, sensitive to and tolerant of difference and to have a sense of their own worth. The guidance and support of dedicated teachers and support staff helps them to be the best they can be.

Wadham School provides for a wide variety of Special Educational Needs and Disabilities such as:

Speech and Language delay, Dyslexia, Dyspraxia, Autism Spectrum Disorders, Hearing Impairments, Sensory and Physical difficulties, Dyscalculia, Visual Impairments, Anxiety, ADHD, Attachment Disorder, Mental Health difficulties, Epilepsy, Cerebral Palsy and many more.

### **Special Education Needs+ – Mission Statement**

At Wadham School, our aim is to enable each student, whatever their challenges, to access an appropriate curriculum so that they can reach their full potential and enhance their self-esteem, wherever the starting point.

We aim to stimulate and maintain in our student's curiosity, interest and enjoyment in their own education and to personalise the provision for each student to meet their individual needs.

We will identify needs, assess and provide the most effective support for individual students, involving staff, parents and students in the assessment and understanding of the need. We will encourage students to discover their own learning style and therefore take some responsibility for their education. Teaching staff will be encouraged to use a variety of approaches to learning.

### **Removing Barriers to Learning: The key principles underpinning the Code of Practice.**

To remove barriers to learning, we will:

1. Identify young people's needs.
2. Provide high quality teaching and support to meet the needs of young people with SEND.
3. Involve young people and their parents in decision making with a Person-Centred Planning approach, providing greater choice and control for young people and parents over their support.
4. Ensure every teacher is a teacher of every pupil. SEND is a whole school responsibility, requiring a whole school response.

5. Collaborate with Education, Health and Social Care services to provide support.
6. Prepare young people for adulthood, including independent living and employment.

### **Definition of SEND support**

A young person is categorised as SEND Support if they have significant needs that are additional to and different from those of their peers.

These are our areas of Special Educational Need and Disabilities.

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Mental and Emotional Health.
4. Sensory and/or Physical.

### **IDENTIFYING AND ASSESSING CHILDREN AND YOUNG PEOPLE WITH SEND**

In order to facilitate the early identification of students with SEND, there is close liaison with the primary schools before transfer. Students identified as having difficulties are closely monitored and schools work together to ensure a smooth transition is in place. All records are transferred and Learning Passports are created to meet the demands of a changing curriculum from primary school to secondary school.

Within Wadham, regular meetings are held with SEND staff to discuss the needs of students. These meetings identify those who may have not been identified at transition or whose progress has slowed and they have become a cause for concern. Students take CATS tests, Group Reading Tests and spelling tests on entry to Wadham. Later through the classroom activity and the schools reporting and monitoring processes, students who are not making progress are identified. The teacher then follows the assess plan do review process (APDR) of the graduated response. [SCC - Public - The Graduated Response Flowchart.pdf - All Documents \(sharepoint.com\)](#) This is reviewed at regular intervals and if progress is still of concern after 2 cycles of APDR the teacher will refer to the SENDCo or Deputy SENDCo using the internal referral process. Students who have been identified as SEND support will have a Learning Passport created, to which both parents and students will contribute. This will inform all of those involved of the most effective ways to make the necessary progress in and out of the classroom.

### **How will I know about my child's progress and any concerns and how will you help me to support them?**

- Regular parental contact
- Regular reviews
- Parents/carers meetings
- Reporting system
- Tracking and target data analysis
- Signposting to support/strategies
- Learning Passport updates for those on the SEND Register.

## TRANSITION

Transition to Wadham	Transition from Wadham
<ul style="list-style-type: none"> <li>• Attending meetings for young people with EHCPs</li> <li>• Enhanced transition process for students with SEND</li> <li>• Visiting key young people in primary schools.</li> <li>• Whole school transition plan in place, overseen by Director of Learning Key Stage 3 and SENDCo.</li> <li>• CATS/Reading and spelling assessments.</li> <li>• Induction days/evenings.</li> </ul>	<ul style="list-style-type: none"> <li>• College visits.</li> <li>• Mock interviews.</li> <li>• Work Experience.</li> <li>• Transition Panel.</li> <li>• Targeted PSHE and Tutorial programmes.</li> <li>• Outside agency support for key students.</li> <li>• Careers meetings.</li> <li>• Support with college interviews.</li> <li>• Early EHCP Annual Reviews</li> </ul>

What are the different types of support available for young people with Additional Needs/SEND at Wadham?

<p><b>WAVE 1 – Universal provision</b>  <b>High Quality Teaching for all students</b>  <b>(in class support)</b></p>
<p>Ensures that...</p> <ul style="list-style-type: none"> <li>• Every teacher has the highest possible expectations for every individual student.</li> <li>• Every teacher will differentiate learning to enable all students to make progress and reach their full potential.</li> <li>• Every teacher will be regularly trained in strategies to support with individual needs.</li> </ul> <p><i>Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEND into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <a href="https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/">https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/</a></i></p>
<p><b>WAVE 2 – SEND support</b>  <b>Small group learning</b>  <b>Personalised programmes</b></p>
<ul style="list-style-type: none"> <li>• Involves specialist programmes</li> <li>• Can involve outside agencies</li> </ul>
<p><b>WAVE 3 - Specialist provision</b></p>
<ul style="list-style-type: none"> <li>• Wave 3 provisions – Learning and Cognition, Social, Emotional and Mental Health (1:1)</li> </ul>

- Alternative Provision including timetable adaptations, off site provision.
- 1:1 learning

#### **At Wadham we aim:**

- To provide students with access to all areas of the National Curriculum
- To provide alternative paths to learning where appropriate
- To provide appropriate support and resources
- To provide a wheelchair-friendly environment.

#### **The Student Support team for 2023-2024 is:**

- Miss Alexandra Davidson – Assistant Headteacher and SENDCo
- Mrs Emma Charles – Deputy SENDCo
- Mrs Melanie Guppy – Deputy SENDCo
- Mr Keith Allington- The Andrew Hutchins Enhanced Learning Centre Teacher
- Miss Scarlett Wells - The Andrew Hutchins Enhanced Learning Centre Teacher

#### **SEND Support Team:**

Miss Nicola Brown
Mrs Kathy Hayden
Mrs Jo Carvell
Miss Cara Panter
Mrs Hayley Rich
Miss Emma Storey
Mrs Clare Durrant
Mrs Charlotte Brennan
Mrs Nicola Salter
Miss Abigail MacKay
Mrs Liz Webb
Mrs Jodie Blackmore
Mrs Jessie Vowles
Mrs Sarah Baker
Mrs Mel Isaac

#### **What is The Learning Centre?**

The Learning Centre is an on-site resource base for students who have significant learning and cognition needs. Students who have a primary need of learning and cognition and hold an Education and Health Care Plan may be considered for the Learning Centre via the consultation process between the local authority and the school. The students in the Learning Centre are registered as Wadham students, the aim is for them to access mainstream lessons as much as possible.

#### **What is the Pastoral, Medical and Social support available for young people with SEN and disabilities?**

##### **Pastoral and SMEH**

Wadham is a caring community and all staff here are responsible for our students' wellbeing. This includes the classroom Teacher, Tutors, Student Support Staff, Support Staff and the Directors of Learning.

Our provision includes:

- PSHE and Tutorial programmes.
- Pastoral Hub and Assistant Heads of Year
- Outside agencies including the School Nurse.
- Opportunities for trips for all students, regardless of financial barriers, to enhance their social and pastoral development.
- Support for students who have English as an Additional Language to aid communication.

## Medical

Our provision includes:

- Fully accessible school.
- Fully equipped physiotherapy room.
- Key staff have regularly updated, relevant medical training.
- Systems are in place for administering, storing and monitoring prescribed medication.
- The auditory and visual environment is monitored by County.

## OUTSIDE AGENCIES AND PROFESSIONALS

Wadham School has a positive working relationship with a variety of external organisations and professionals, should your child's needs require further expert involvement

Links with common Outside Agencies:

EP – Educational Psychologist
LSS – Learning Support Service
CAMHS – Child and Adolescent Mental Health Service
ESO - Education Safeguarding Officer
PIMS – Physical Impairment Service
Hearing Support Advisor
SENATAS – IT support
Integrated Services – OT, Physiotherapy and Speech and Language
PFSA - Parent and Family Support Adviser
YOT - Youth Offending Team
SSPS – South Somerset Partnership Schools
ASD – Autistic Spectrum/Language & Communication Team
School Nurse/Health Visitors
CSC - Children's Social Care
FIS - Family Intervention Service
REACH
ARK
On Site Alternative Provision (AP)

**SHOULD YOU REQUIRE MORE INFORMATION ABOUT SEND PROVISION AT WADHAM PLEASE CONTACT Alexandra Davidson (SENDCo).**