



# WADHAM SCHOOL



## SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION REPORT 2024-2025

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| Who is responsible? | Governing Body |
| Statutory Policy?   | Yes            |
| Review Timescale    | Annual         |
| Approval Date       | July 2024      |
| New Review          | July 2025      |

Wadham School is a learning community in which all young people are supported and encouraged to work to the best of their abilities and fulfil their potential.

### **Our Mission Statement**

Our aim as a school is to enable each student, no matter their challenges, to access a rich and broad curriculum that will support them to reach their full potential and enhance their self-esteem.

We aim to cultivate interest, curiosity and enjoyment in our students with regards to their education. We aim to adapt provision when required to meet the learning or medical needs of the individual and help them make progress.

We will identify needs and assess student progress, then plan and provide the most effective support for individual students. The team of staff, parents and students will help us in assessment and understanding of need. We will encourage students to take responsibility for their education and empower themselves using the support available in school. Teaching staff will deliver high quality teaching with adaptive strategies to support learning needs and engage in continued professional development to further this. Support staff will also provide high quality support for students who need it and follow a programme of continued professional development to allow reflection and improvement.

## **THE LOCAL OFFER**

The local offer from Somerset can be found by clicking [here](#).

### **The SEND Team for 2024-2025 is:**

- Miss Alexandra Davidson – Assistant Headteacher and SENDCo
- Mrs Emma Charles – Deputy SENDCo
- Mrs Melanie Guppy – Deputy SENDCo
- Mr Keith Allington – Head of Year and The Andrew Hutchins Enhanced Learning Centre Teacher
- Miss Scarlett Wells – Head of Personal Development (Maternity Cover) and The Andrew Hutchins Enhanced Learning Centre Teacher

### Learning Support Assistants

- Mrs Sarah Baker
- Mrs Jodie Blackmore
- Mrs Nicky Brown
- Mrs Joanne Carvell
- Mrs Isabelle Coombes
- Mr Lewis De Torres
- Mrs Amy Gray
- Miss Ewelina Hartnell
- Mrs Kathy Hayden
- Mr Thomas Lee
- Miss Abigail Mackay
- Miss Hannah Osborne
- Miss Cara Panter
- Mrs Hayley Rich
- Mrs Nicola Salter
- Miss Emma Storey
- Ms Melissa Taylor
- Miss Ella Turvey
- Mrs Jessie Vowles
- Mrs Elizabeth Webb

|                                                          | Universal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SEN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | High Needs                                                                                                                                                                                                                                   |
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| 1. How does the school know if students need extra help? | <ul style="list-style-type: none"> <li>• Through transition meetings with the Primary school before the Year 6 pupils join the Wadham School roll</li> <li>• Learning passports are created to meet the demands of a changing curriculum from primary to secondary school</li> <li>• Screening in Term 1 of Year 7 including CATS, Group Reading Tests and spelling tests</li> <li>• Year 9 Access Arrangements</li> <li>• Observations</li> <li>• Teacher feedback</li> <li>• Parental and student concerns</li> <li>• Form tutor or Head of Year concerns</li> <li>• Quick Checkers from the Graduated Response Toolkit then following of the Assess, Plan, Do, Review cycle from the graduated response</li> <li>• Assessment Analysis</li> </ul> | <p>The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has</p> <p>(a) a significantly greater difficulty in learning than the majority of others of the same age: or</p> <p>(b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p><i>Clause 20 Children and Families Act, June 2014.</i></p> | <p>Any student who has specific needs will have full access to an appropriate curriculum; individualised where directed by EHCP, and will be encouraged to fully participate in extra-curricular activities with support if appropriate.</p> |

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| <p>2. What should I do if I think my child may have special educational needs?</p> | <p>You should contact the Form Tutor of your child to arrange a meeting. During this meeting you will complete the Quick Checkers from the Graduated Response from the Local Authority. This will then be completed by staff who work with your child, and the Somerset Graduated Response will then be followed.</p> <p>You can also contact the Head of Year, or SEN team for specific questions.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                       |
| <p>3. What provision is there for students with special educational needs?</p>     | <p>School staff will support students at a level appropriate to their needs through effective adaptive and high quality teaching in the classroom.</p>                                                                                                                                                                                                                                                  | <p>Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:</p> <ul style="list-style-type: none"> <li>• Individual or small group literacy and numeracy programmes</li> <li>• Individual or small group social and emotional development programmes</li> <li>• In-class support from a teaching assistant</li> <li>• Learning Passport distributed to class teachers/TAs</li> <li>• Individual programmes to meet specific needs where required</li> </ul> | <p>Some students with complex needs require a fully personalised curriculum and support programme. Wadham also has an ELC which provides English and Maths to those working at KS1 or low KS2 while attending the mainstream secondary provision.</p> |
| <p>4. How will I know how my child is making progress?</p>                         | <p>As a parent/carer you will receive:</p>                                                                                                                                                                                                                                                                                                                                                              | <p>In addition, you may also be involved in:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>In addition, you may also be involved in:</p>                                                                                                                                                                                                      |

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|                                                            | <ul style="list-style-type: none"> <li>• Full reports from classroom teachers with scores from curriculum assessments</li> <li>• Meet the tutor evening</li> <li>• Parent-Teacher evenings</li> <li>• Information about rewards and sanctions</li> </ul>    | <ul style="list-style-type: none"> <li>• Meeting with the SEN team at Parent-Teacher evenings</li> <li>• Parental/teacher/student review of Learning Passports</li> <li>• Assess Plan Do Review (APDR) process</li> <li>• PEP meeting (held for identified students in Care), which ensures that additional Pupil Premium monies are appropriately targeted.</li> <li>• Early Help Assessment Review Meetings (EHA)</li> <li>• At any time, you may contact your child's Form Tutor/Head of Year or the SEN team for further information.</li> </ul> | <ul style="list-style-type: none"> <li>• Annual Review/Multi-Professional Meeting, which includes opportunities for the views of parents/carers and the child relating to Progress, Need &amp; Provision</li> <li>• At any time, you may contact your child's Form Tutor/Head of Year or the SEN team for further information.</li> </ul> |
| 5. How do I know what progress my child should be making?  | All teachers are aware of every student's starting point from Key Stage 2 and are aware of the rate of progress we expect each child to make whilst at Wadham School over the 7 years. Progress can vary in each year, but the overall progress is tracked. | Annual targets will be assessed against progress in Parent Teacher evenings, and meeting with the SEN team.<br><br>Progress will be conveyed at the end of bespoke interventions.                                                                                                                                                                                                                                                                                                                                                                    | Meeting of EHCP outcomes will be discussed during annual reviews.                                                                                                                                                                                                                                                                         |
| 6. How will the curriculum be matched to my child's needs? | Broad and balanced curriculum (See Website).                                                                                                                                                                                                                | Where possible students follow the same curriculum as their peers, perhaps with adaptations. Teachers are expected to support students by using adaptive teaching to                                                                                                                                                                                                                                                                                                                                                                                 | Where students have complex needs, teachers are supported by the SEND Team, AP Team, Pastoral Team and outside agencies when appropriate.                                                                                                                                                                                                 |

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|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | scaffold the lesson content to meet the needs of all.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 7. What support will there be for my child's overall wellbeing? | <p>Wadham is a caring community who sees all staff as responsible for the wellbeing of our students.</p> <p>All students are supported through the Form Tutor. Each student has a Form Tutor, Assistant Head of Year and Head of Year who takes them through their time at Wadham School.</p> <p>Pastoral, Safeguarding and Year Team meetings are attended by all appropriate representatives of SEMH, Pastoral, Attendance, and SEND staff as well as the linked members of SLT. At these meetings students who are of academic, or wellbeing concern will be discussed, and appropriate interventions or support will be identified and implemented. These students are monitored, and we follow a graduated response in all situations.</p> <p>Provision includes:</p> <ul style="list-style-type: none"> <li>• PSHE and Tutorial programmes</li> <li>• Pastoral Hub and Assistant Head of Years</li> </ul> | <p>All students who are identified with concerns about their wellbeing will be offered appropriate interventions including:</p> <ul style="list-style-type: none"> <li>• SEMH Mentors</li> <li>• Clubs</li> <li>• School Chaplain</li> <li>• Rewards</li> <li>• Pastoral Plans</li> <li>• Careers Advice</li> <li>• PFSA intervention when appropriate</li> <li>• Support from other agencies when appropriate</li> </ul> <p>Students with SEND may have a Key Worker or Team, usually a Teaching Assistant, who offers support with organisation, emotional needs and liaises with parents/carers.</p> <p>The Key Teaching Assistant is an important member of staff for students with SEN, as they will constantly monitor student wellbeing both academically and emotional/health.</p> | <p>Personal Care Needs are met in a discrete and individual basis in consultation with any appropriate agencies. These will then be reviewed at Annual SEND Review. Teaching Assistants are an important part of the support for students with SEN, as they constantly monitor student wellbeing both academically and for emotional health.</p> <p>Research has shown that students identified with an additional need, including Children Looked After, can be more at risk of abuse. Questions addressing their safety will be addressed through the various Review processes. It is important to acknowledge that students will be monitored carefully.</p> |

- Outside Agencies including the School Nurse
- Opportunities for trips for all students, regardless of financial barriers, to enhance social and pastoral development
- Support for students who have English as an Additional Language to aid communication

**First Aid**

Wadham School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Any medications given are logged.

Students with medical conditions  
Students with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the School First Aid Lead, parent/carers and other health professionals as necessary. This will outline the arrangements for

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|  | <p>administering medication and provide advice for staff, in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.</p> <p><b>Provision includes:</b></p> <ul style="list-style-type: none"><li>• Fully accessible school</li><li>• Fully equipped physiotherapy room</li><li>• Key staff have regularly updated and relevant medical training</li><li>• Systems are in place for administering, storing and monitoring prescribed medicine</li><li>• The auditory and visual environment is monitored by County</li></ul> <p><b>Safeguarding</b><br/>If we have any concerns that a student is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, overriding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.</p> |  |  |
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|                                                                                       | <p><b>Bullying</b><br/>Wadham School is a fully inclusive school with a strict anti-bullying ethos. Students are encouraged to discuss any worries with any member of staff.</p>                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p>8. What Specialist Services are available within, or accessible to the school?</p> | <p>School based</p> <ul style="list-style-type: none"> <li>• In school screening, and support for Specific Learning Difficulties such as Dyslexia and Dyscalculia</li> <li>• Speech and Language support</li> <li>• Teaching Assistants have experience and training of working with students with general learning difficulties, Dyslexia, Autism, Sensory Impairments and any SEMH difficulties.</li> <li>• Some Teaching Assistants are trained to provide personal care</li> <li>• Counselling</li> <li>• Careers Advisors</li> <li>• SEHM Mentors</li> </ul> | <p>When appropriate or when the threshold is met, Wadham School works with the following external services:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Learning Support Service</li> <li>• Advisory Teacher Support Services-Learning Support; Language and Communication; Sensory; Physical Impairment and Medical Support Team (PIMST)</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Mental Health Schools Team (MHST)</li> <li>• Education Safeguarding Officer</li> <li>• SENATAS – IT Support</li> <li>• PFSA – Parent and Family Support Advisor</li> <li>• Young Somerset</li> <li>• Education Safeguarding Services (attendance)</li> <li>• School Nurses</li> </ul> |  |

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|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• EAL</li> <li>• Integrated Therapy Services, including Occupational Therapy and Physiotherapy</li> <li>• Counselling</li> <li>• TDPC (PRU)</li> <li>• On Site Alternative Provision</li> <li>• FIS – Family Intervention Service</li> <li>• REACH</li> <li>• ARK</li> <li>• NHS Educational Support &amp; Liaison</li> </ul>                                                                                                                               |  |
| <p>9. What training is available to staff supporting students with SEN?</p> | <p>Training for adaptive and high-quality teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including</p> <ul style="list-style-type: none"> <li>• Specific Learning Difficulties</li> <li>• Autism</li> <li>• Hearing impairment</li> <li>• Visual impairment</li> <li>• EAL</li> <li>• Sensory support</li> <li>• Attachment/SEMH Learning</li> </ul> <p>Support Services, along with other advisory services provide specialist training for support staff.</p> | <p>Individual members of the SEN Team and Pastoral Team</p> <ul style="list-style-type: none"> <li>• Manual Handling</li> <li>• Evac Chairs</li> <li>• Restorative Justice</li> <li>• Sexual Health</li> <li>• Anger Management</li> <li>• Self-Injury</li> <li>• Access Arrangements</li> <li>• Diagnostic Assessment</li> <li>• Attachment Lead in Schools</li> <li>• Zones of Regulation</li> <li>• Low intensity CBT</li> <li>• Emotion Coaching</li> <li>• Mental Health First Aid</li> </ul> |  |

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|                                                                                             | <p>In addition, there is training in</p> <ul style="list-style-type: none"> <li>• Child Protection (Safeguarding)</li> <li>• First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness</li> <li>• Disability Awareness</li> <li>• Outstanding Teaching</li> <li>• Behaviour for Learning</li> </ul>                                                                                                                                                                                                                                                                                                        | Supervision is an integral part of the training programme within the school.                                                                                                                                                                                                                                      |                                                      |
| 10. How will I be involved in making decisions about and planning for my child's education? | <p>The answer to question number 4 has some initial answers to this, but the below are other opportunities to be involved in your child's education:</p> <ul style="list-style-type: none"> <li>• Induction process from Year 6 to Year 7</li> <li>• Meet the Tutor evening for Transition to Year 7</li> <li>• Year 9 Option Evening</li> <li>• Year 11 GCSE Information Evening</li> <li>• Open Evenings</li> </ul> <p>We do encourage parents to be involved in their children's education and expect parents to contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly.</p> | <p>Students will be engaged in discussions regarding provision at all stages of their time at Wadham School.</p> <p>In year review of the Learning Passport.</p> <p>Meetings with parents/students/teachers.</p> <p>The SEN team are available at all Parent-Teacher evenings and on Meet the Tutor evenings.</p> | Annual reviews will be held for students with EHCPs. |
| 11. How will my child be included in activities outside of the classroom?                   | As stated in our school aims, we expect all children to participate in enrichment activities and we will                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key Adults such as Teaching Assistants, Assistant Head of Years in conjunction with other staff                                                                                                                                                                                                                   |                                                      |

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|                                                                                                                                             | endeavour to overcome any barriers to inclusion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | provide support to allow participation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                        |
| 12. How accessible is the school environment?                                                                                               | As a school we have worked with outside agencies to improve accessibility and held audits with appropriate staff and governors.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Physical and visual audits are undertaken by the Physical Impairment Team and Visual Impairment Team.<br><br>Most areas are accessible and if necessary, we will adjust timetables to ensure children have full access to their curriculum                                                                                                                                                                                                                                                                                                                                                                  | Individual audits are carried out to meet the needs of students with specific conditions (e.g. Visual Impairment) as appropriate.                                                                                                                                                                      |
| 13. How will the school support my child through transition to Wadham School (Year 7), and when leaving Wadham School (Year 11 or Year 13)? | Wadham School attends multiple transition meetings with primary schools, and any agencies involved in order to make the best possible preparation for joining Year 7 at Wadham School. Induction days and evenings take place at Wadham School to which all students are invited.<br><br>Wadham School has an on-site Career's Advisor who fosters strong links with local Post 16 providers locally on behalf of the school. The Career's Advisor meets with students throughout their time at Wadham to help them find the right path or course for them. Students will all be invited to mock interviews to help prepare them for the college and job interview process. We also | In addition to the usual Transition days for all students in Year 6 into Year 7, vulnerable students (not necessarily all children with SEND) are invited to extra days in the school to familiarise themselves with their new surroundings and meet key staff members who will be able to support them.<br><br>Transition Post-16 or Post-18 plans are organised with individual students including but not limited to: <ul style="list-style-type: none"> <li>• Support with college interviews</li> <li>• Transition panel</li> <li>• College Visits</li> <li>• Support from outside agencies</li> </ul> | There will be an Enhanced Transition with High Needs students with extra visits to Wadham School.<br><br>High Needs students have transitional Annual Reviews which includes representatives from Wadham where possible for Year 6 transition and the Post 16 destination of choice where appropriate. |

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|                                                                                              | hold events with employers and bring professionals from a range of backgrounds in for enrichment to inspire students.                                                                                                       | For students who transfer during the school year, the SEN Team will contact the previous school to ensure that SEN documentation is forwarded.                                                                                                                           |                                                                                                                                                                                                                                                                                                                                              |
| 14. How are the school's resources allocated?                                                | Under universal support, resources are allocated in line with good practice as recommended by the DfE.                                                                                                                      | As a school we have a SEN Team, led by SENDCo with support from two Deputy SENDCOs.<br><br>Within this team there is a Primary trained Teacher for our ELC & a number of Teaching Assistants, whose number varies depending on derived funding from the local authority. | Those students identified with High Needs through Education Health and Care Plans have their funding allocated in line with the Section F of their EHCP.                                                                                                                                                                                     |
| 15. How is the decision made about how my child will receive support?                        | The decision-making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress – following a set Graduated Response. |                                                                                                                                                                                                                                                                          | This is regularly reviewed, and in the case of High Needs students discussed with parents at Annual Review. Where a student makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEND Register. When significant changes to provision occur, parents are automatically involved. |
| 16. What is the Andrew Hutchins Enhanced Learning Centre and which students can access this? |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                          | The Learning Centre is an on-site resource for students who have significant learning and cognition needs. Students who have a primary need of learning and cognition and hold an EHCP may be considered for the Learning                                                                                                                    |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Centre via the consultation process between the local authority and the school. The students in the Learning Centre are registered as Wadham Students, and the aim is for them to access mainstream lessons as much as possible. |
| 17. What if I have a complaint? | <p>Please read in line with Complaints Policy.</p> <p>We aim to provide many opportunities to keep you informed and involved in your child's progress, and we actively encourage communication between student-home and school. Co-operation between parents, staff and governors leads to a shared sense of purpose and good atmosphere in the school. However, sometimes misunderstandings arise but these can usually be sorted out by speaking to the right person. Your concern can then be investigated, and a response given.</p> |  |                                                                                                                                                                                                                                  |