

WYMONDHAM COLLEGE
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION
REPORT

Information and Guidance

New SEND Code of Practice came into effect 1 September 2014.

Our Special Educational Needs Coordinator (SENCO) is Mrs Sarah Browning. Our Learning Inclusion Coordinator (LIC) is Hanna Green. If your child is unable to fully access the curriculum, then special arrangements can be put in place. All children with any sort of Special Need that results in an EHCP are monitored closely and have a student profile and an individual SEN plan. The College runs intervention programmes, mainly for Maths and English. Our Special Educational Needs and Disability Policy is available from the College office and our website.

The College can meet the needs of all four categories of identified need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Education Health Care Plans

A few students may require or have an EHCP. EHCPs bring together Health, Education and Social care in one document with statutory accountability; these are reviewed annually. The design of the plan ensures that all of a pupils' needs are identified and provision put in place. These students have special educational needs which are severe, complex and long term; they experience specific barriers to learning and require specialist support.

Pupils at points of transition within education (e.g. Year 6 to High School, Year 11 into Post 16) will be a priority for holding an Annual review before the Christmas break of the academic year in which they will transition.

Government Legislation

The SEN Code of practice was issued in January 2015 is available to download using the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

Policies

Our College SEND Policy and Behaviour Policies can be found on the policies page of our website.

The links below may be of interest to parents of pupils with SEN/D:

Norfolk SEND Partnership

They offer free and impartial information, advice and support about SEN for children, young people, parents and carers.

<https://www.norfolksendpartnershiass.org.uk>

01603 704070

Sendpartnership.iass@norfolk.gov.uk

Children's services Special educational needs and disabilities (SEND)

For more information about the Government reforms please visit the Department of Education website.

<https://www.gov.uk/childrens-services/special-educational-needs>

Norfolk County Council

The Norfolk County Council website is also a useful place to find out information related to education and SEN/D.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The Education Health Care Plan coordinator that covers our school is Sam Bartram. He is based at:

Children's Services,
Professional Development Centre,
Norwich
NR7 9QL

01603 223504

What is the local offer?

In 2014, SEND reforms came into force with a new code of practice. This means that local authorities and schools and now required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is known as the Local Offer.

Wyndham College - Local Offer

<u>Area of Provision</u>	<u>Universal Offer (for all pupils)</u>	<u>Targeted Offer</u>	<u>Complex Offer</u>
Literacy	High quality teaching in every lesson GCSE Bitesize College library with extensive fiction, non-fiction & reference books Examples of literacy in the corridors and all classrooms Weekly silent reading	As Universal plus: Range of literacy interventions including reading, spelling and comprehension Weekly paired reading Dyslexic dictionaries Targeted student reading club Bookmarks, High frequency words If appropriate, coloured overlays Examination access arrangements Learning Lead Mentor Entry Level English Functional skills English level 1 &2	As Universal & Targeted plus: Pupil Specific Key Worker (PSKW) Support Learning Lead (LL) support Learning Lead Mentor Use of IT to record work 1:1 targeted teaching (as required) Help with post16 applications and visits Access to specialist teacher from external agency
Numeracy	High quality teaching in every lesson MyMaths GCSE Bitesize	Catch up numeracy Numicon Entry Level Maths Functional skills maths level 1 & 2 Termly liaison with parents Learning Lead Mentor Exam access arrangements Numeracy interventions	1:1 teaching (as required) PSKW and LL support Help with post16 applications and visits Access to specialist teacher from external agency ½ termly liaison with parents
Social Skills	Modelling of good behaviour and	Social games club at lunchtime Social skills support	1:1 support in social situations

	social interaction by all staff School Council Opportunities for social activities through house events, external trips and group tasks Referral to wellbeing team	Self-esteem work Social and emotional intervention Friendship groups	Additional self-esteem work Support in clubs/activities Human Tool Box
Medical Needs	Onsite medical centre Liaison with Paediatrician, ASD team, CAHMS etc as appropriate	Care Plans for pupils with medical needs Administration of medication i.e. ADHD tablets	Examination access arrangements OT delivered as required Physio delivered as required Close liaison with parents Help with post16 applications and visits Access to specialist teacher from external agency Support with personal care for those with physical needs
Speech, Language, Sensory & Communication	Modelling of appropriate actions and reactions by all staff College campus is fully accessible	Exit/Brain break card Emotions cards Communication cards Visual Timetable Social Stories Speech and Language groups	SALT as required OT delivered as required Sensory toys Use of timer Specialist seating Sloped writing desk Pencil grips and specialist pens Providing a quiet space during break and lunchtimes Examination access arrangements
Behaviour, Emotional & Social	Behaviour report to House or Tutor	Referral to School to School for outreach support	Supervision during social time via House

	<p>Positive outcomes report</p> <p>Pastoral support from tutor/Head of House</p> <p>Access to Wellbeing team</p> <p>Peer mentoring</p> <p>CAMHS referral</p> <p>Medical centre on campus</p>	<p>Mentoring by House</p> <p>LL Mentor</p> <p>Self-esteem games</p> <p>Exit/Brain break card</p> <p>Daily “chat time & catch up” including self-reflection of each lesson to alleviate worries before going home or returning to House</p> <p>Visual Timetable</p>	<p>Providing a quiet space during break and lunchtimes</p> <p>Supervision on/off</p> <p>College transport (as required)</p> <p>Support with post16 applications & visits</p> <p>Home/College book</p> <p>Liaison with external mental health services</p>
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<p>How does Wymondham College know if its Students need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Wymondham College knows its students need extra help through:</p> <ul style="list-style-type: none"> • Baseline assessments on entry in Year 7 • Careful tracking of progress data • Observations of students • Prior attainment (Key Stage 2 SATS) • Liaison with parents/carers • Information from previous educational provision • Feedback from Teachers and PSKW via internal referral process • Outside agency assessments <p>If you have concerns about your child:</p> <ul style="list-style-type: none"> • Speak to their Head of House • Liaise with the Learning Inclusion Coordinator
<p>My child has just been identified by the College as having SEN, what happened next?</p>	<ul style="list-style-type: none"> • Your child will be placed on the SEN register • Your child will be identified as having a low/mid/high level of need. • Depending on need, some students will be allocated a Learning Support mentor – they will be their point of contact in Learning Support. • Students with an EHCP will have an Individual SEN plan included with their student profile. They will meet with the LIC/SENCo every term to review their progress towards their targets and share their views. This information will then be shared with parents and their views will be recorded. • Students identified as having a high level need will meet with their mentor to develop a student profile which contains information related to their areas of need and strategies to support them in class and this will be updated termly when they will meet with their mentor to discuss their views and progress.

	<ul style="list-style-type: none"> • Students with a low level need will have their needs and supporting strategies stored on the College School Base system for all teachers to see and use. • Students with a mid level need will have their SEN information stored on School Base and some may need a student profile. • Students with an EHCP or a high level need will have a student profile. • Students who are identified as needing an intervention will be allocated SMART targets which will be shared with parents and then reviewed on completion of the intervention. This information will be shared with parents and next steps identified (Assess Plan Do and Review Cycle).
<p>Who are the best people to talk to at Wymondham College about my child's SEND difficulties?</p>	<ul style="list-style-type: none"> • For those student who are allocated a mentor they can be contacted at any time with your questions or concerns. • The Learning Inclusion Co-ordinator will have an overview of your child's needs and provision. • The SENCo can be contacted with any queries regarding the SEN support provided at the College.
<p>How will Wymondham College staff support my child?</p>	<p>Support will depend on the identified level of need but could include:</p> <ul style="list-style-type: none"> • Your child having a student profile outlining their needs and strategies to support them. • Teachers applying specific strategies found on the student profiles • Specific Targeted Interventions for literacy, numeracy, social skills, motor skills etc. • Differentiated teaching • Practical provisions such as; writing slope, overlays, dyslexic friendly font • We will liaise with relevant external professionals, such as; OT, SALT, Ed. Psych, VSSS • Liaison between class teachers and LIC • In-class support • Pastoral support/mentoring via House or wellbeing • Access to Learning Support <p>The impact of these interventions are carefully monitored to ensure that they are effective.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • We expect all teachers to differentiate appropriately to ensure high quality teaching. Staff know the national expectations and the

	<p>progress of individual students so can plan lessons accordingly.</p> <ul style="list-style-type: none"> • Sometimes students will be taught in set ability groups rather than mixed ability to ensure that they make maximum progress. • Alternative Key Stage 4 curriculum such as Entry Level Certificate or Functional skills. • Modified curriculum - Fewer subjects studied to allow time for over teaching of key content (decided after thorough investigation by the SENCo). The final decision for this is made by the Deputy Head Teacher (Achievement & Progress). • The College will make all reasonable adjustments to the learning environment and equipment to cater for students with physical needs.
<p>How will I know how my child is doing and how will Wymondham College help me to support my child's learning?</p> <p>How will I know if the support provided is effective?</p>	<ul style="list-style-type: none"> • A progress report twice yearly (PR) • Regular parents' evenings • Feedback on progress as part of the Assess Plan Do Review process • Feedback given on the progress achieved against the SMART targets • Regular contact between parent and LL through email, telephone, home College book or meetings Awards Evening • Specific guidance sessions such as Yr11 Exam Preparation evening, Year 9 Options evening. • Contacting the LIC or SENCo • Annual review for those students with an EHCP • Students with EHCPs will have their targets reviewed every term • Students may no longer be considered as having SEN when sufficient progress has been made and will then be removed from the SEN register but still monitored to ensure continued progress.
<p>What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> • We have high expectations of students and staff, backed up by a system of rewards and sanctions. • Excellent Pastoral programme including peer mentoring, staff mentoring, College councillors • A specific on-site centre for student well being called, 'The Oasis'. • Wellbeing activities • Trips and Visits to extend students' experiences of the wider world. • Good links with own and other Sixth Forms and Colleges, ensuring smooth transition.

	<ul style="list-style-type: none"> • We take bullying very seriously at the College listening to students and dealing with any incidents that arise swiftly and effectively.
<p>What specialist services and expertise are available at or can be accessed by the College?</p>	<p>All teachers hold Qualified Teacher Status and are very experienced. They have taken part in a range of training, such as:</p> <ul style="list-style-type: none"> • Supporting visual and hearing impaired students • Behaviour management • Autistic Spectrum Disorder support • Dyslexia training <p>The College will also access support from external services within the local Authority, voluntary sector and health and social care bodies as appropriate, such as:</p> <ul style="list-style-type: none"> • Educational Psychologist • Specialist teacher • Occupational therapist • Speech and Language Therapist • Opticians • Paediatrician • Virtual School for Sensory Support • On site Wellbeing team • Family Support Plan (FSP) • On site medical centre
<p>What training are staff supporting students with SEND/D had or are having?</p>	<p>SENCo has Qualified Teacher Status and the National Award for SENCOs and is experienced in this role.</p> <p>The LIC is highly experienced and is qualified to complete examination access arrangement assessments.</p> <p>All Teachers, PSKW's (Pupil Specific Key Workers) and LL's (Learning Leads) receive regular training in safeguarding, behaviour management, ASD training and Online safety.</p> <p>Some staff have additional qualifications such as:</p> <ul style="list-style-type: none"> • Literacy Intervention training • Maths In house courses • Level 4 ASD • BTEC supporting pupils with hearing impairment • Level 5 Dyslexia • Autism • Supporting students with Physical difficulties • Sensory processing support • English as an additional language • First Aid • Student Wellbeing

	<ul style="list-style-type: none"> Youth mental health award <p>Other training can be sought, where a student has a specific need.</p>
How will my child be included in activities outside that classroom?	<p>Range of lunchtime and after school clubs some specifically for SEND children such as:</p> <ul style="list-style-type: none"> Wymondham Life activities are fully inclusive Prep support Social games club Sports clubs Sensory Club <p>Physio exercises/OT could be integrated into College day, where appropriate. Consultation with parents to try to ensure maximum participation in activities that could be limited by SEND.</p>
How accessible is the College environment?	<ul style="list-style-type: none"> The College campus has been made access to visually impaired students through highlighting of possible trip and bump hazards Lift to allow access to classrooms on higher floors Emergency pull cord in the disabled toilet facilities Contrasting door and frame colours to support visually impaired students Doors, corridors and classrooms are wheelchair accessible Disabled PE changing facilities Ramps at all doors to allow easy access Range of modified equipment
How will Wymondham College prepare my child to join the College/transfer to Post 16 provision at the end of Year 11?	<ul style="list-style-type: none"> Liaison between primary and college to design bespoke induction programme SEND Year 6 students spend additional time meeting college staff to help them feel familiar LIC from college will visit the students with EHCPs and high level needs they will spend time observing them “Buddy” system for Students joining mid-year Induction activities support transfer to either Sixth Form or College including interviews and taster days Good pastoral links with other post 16 providers Help with college visits and applications IEAG support from Careers Lead
How are the College’s resources allocated and matched to student’s special educational needs?	<p>All resources are allocated on the basis of need.</p> <ul style="list-style-type: none"> Data analysed (Progress Report) and actions are taken where students are not making expected progress.

	<ul style="list-style-type: none"> • Intervention SMART targets are set and reviewed as part of the Assess Plan Do and Review cycle • Staff regularly liaise with LIC to address issues, and where necessary put in place additional support or interventions. • Budget is closely monitored and aligned to the School Development Plan. • To ensure value for money interventions are evaluated and monitored to ensure their effectiveness.
<p>How is the decision made about what type and how much support my child will receive?</p> <p>How is my child involved in this?</p>	<ul style="list-style-type: none"> • A decision will be made by the SENCo in conjunction with other relevant College staff and is based on the level of individual need identified. • Close liaison between SENCo, DHT, LIC, Class Teachers, Learning Leads, family and student to identify suitable provision. • Students on the SEN register will have meetings with one of the Learning Leads to share their views on how they are getting on and to evaluate their progress • All interventions are monitored for impact and the expected outcomes are clear from the start. Students are part of the target setting process sharing their views on what they need and then reflecting on their progress against the targets set. • Specialist external support will be decided by the relevant service and monitored by them, often through school visits and liaison with parents. • Students and their parents will be involved in the assessment and review process.
<p>What happens if my child needs a laptop, extra time etc in exams?</p>	<ul style="list-style-type: none"> • Miss Green is the Lead on Access Arrangements and reasonable adjustments for exams. • Miss Green will carry out the relevant assessments to determine if your child is eligible for access arrangements. This information will then be communicated to parents and staff and will be logged on school base and SEN paperwork. • Relevant support will then be put in place.
<p>How are parents involved with the College? How can I get involved?</p>	<p>Wymondham College is welcoming and is at the heart of its community. We value parental involvement in supporting their child's academic progress and being part of our college family. There are a number of ways to be involved with the college such as:</p>

	<ul style="list-style-type: none"> • Discussions with Head of House • Parent Meetings with subject teachers • Option Evenings • Performances • Open Days • Parent Staff Association (PSA) • Becoming a Parent Governor • Assemblies and events, including Mair Cup, College production, support sports fixtures and attending parents evening. • Keeping up to date with College news through the website and College newsletter (www.wymondhamcollege.org) • Supporting your child with their PREP, reading, spellings, revision, post 16 applications etc.
<p>Who can I contact for further information?</p> <p>Who do I contact if I have a complaint?</p>	<ul style="list-style-type: none"> • In the first instance we encourage parents/carers to talk with their child's Head of House or form tutor. • If you have significant concerns about the level of your child's SEND or the provision they are receiving please liaise with the LIC (Miss Green) in the first instance and then Mrs Browning, the College SENCo. • A copy of the College complaints procedure can be found on the College website and a paper copy can be obtained from reception.

Contacts

Learning Inclusion Co-ordinator: Hanna Green – greenha.staff@wymondhamcollege.org

Senco: Sarah Browning – brownisa.staff@wymondhamcollege.org

Glossary of terms

ASD – Autism Spectrum Disorder

.Code of Practise (CofP) – The new legislation (issued June 2014) around Special Educational Needs for children and young people age 0 -25

Cygnets- is an outreach service to support schools and parents who have students with ASD.

Complex Offer- Support over and above the targeted offer that a student with an EHC Plan may receive.

Differentiation- The adaptations and changes made to individual lessons to ensure that it caters to the needs of all students.

Ed. Psych- Educational Psychologist- Educational psychology is concerned with children and young people in educational and early years settings. Educational psychologists tackle challenges such as learning difficulties, social and emotional problems, and issues around disability as well as more complex developmental disorders. They work in a variety of ways including observations, interviews and assessments and offer consultation, advice and support to teachers, parents, the wider community as well as the young people concerned. They research innovative ways of helping vulnerable young people and often train teachers, learning support assistants and others working with children.

EHCP Coordinators – Designated officer of the County Council with responsibility for Special Educational Needs. They are heavily involved in the process (including writing the EHCP) for students with EHCPs but do not themselves assess.

EHCP- Education Health and Care Plan. New legal document (From September 2014) identifying the specific needs of a student (these replaced Statements)

FSP- Family Support Plan. A service that allows school or other agencies to access support for a young person or family who may be experiencing difficulties

LL – Learning Leads – mentor EHCP students and deliver interventions and academic support to high level need students.

LIC – Learning Inclusion Coordinator – Operational lead of learning support department

Local Offer- The support that schools can provide to the individual student, either through internal interventions or external services.

OT- Occupational Therapy- Occupational therapy aims to promote student's health and wellbeing through everyday activities. An occupational therapist can identify problem areas in school life, such as writing, appropriate seating and writing implements, and will help to work out practical solutions. By using different techniques, modifying the environment and using new equipment, an occupational therapist can help ensure school life runs smoothly.

Paediatrician- Children's doctor

Personal Budget- The funding that may be allocated to support a student with an EHCP.

Physio- Physiotherapy- Physiotherapy helps restore movement and function when someone is affected by injury, illness or disability.

PSKW- Student Specific Key Worker- an adult that supports the teacher and high level needs students in lessons.

SALT- Speech and Language Therapy- Speech and language therapy is concerned with the management of disorders of speech, language, communication and swallowing in children and adults. Speech and language therapists (SLTs) are allied health professionals. They work closely with parents, carers and other professionals, such as teachers, nurses, occupational therapists and doctors.

School Support- Level of SEN/D not meeting the threshold for an EHC Plan, but where a student requires extra support/interventions in school to allow them to make at least expected progress.

SENCo- Special Educational Needs Co-ordinator.

SEND Code of Practice- The SEN CoP is the statutory legislation explaining the responsibilities of Education, Health and Social Care to meet the needs of individual students.

SEND- Special Educational Needs and Disabilities.

SMART- Specific Measurable Achievable Realistic Time Bound

Statutory Assessment- The process through which a student's needs are assessed by Norfolk County Council to determine if an EHCP is required.

Targeted Offer- This is the extra intervention and support that a student may receive to ensure that they make at least expected progress.

Universal Offer- The level of support that all students receive in school at all times.

VSSS – Virtual School for Sensory Support – Support students, parents and school when students have a visual or hearing impairment