

SEND Information Report

The Weald Community School and Sixth Form

Approved by:	Full Governing Body	Date: September 2023
Last reviewed on:	July 2023	
Next review due by:	July 2024	

Purpose

All schools must have a published SEN Information Report as set out in section 6.79 of the SEND Code of Practice 0 - 25 (2014).

This Report sets out the details of provision for SEND at The Weald Community School and Sixth Form.

Q1. What are the kinds of special educational needs for which The Weald makes provision?

At The Weald we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. This includes dyslexia, dyspraxia, language and communication needs, autism, Asperger's syndrome, moderate learning difficulties and social, emotional or mental health difficulties.

There are other kinds of special educational needs which do not occur as frequently and with which The Weald is less familiar, but we can access training and advice so that these kinds of needs can be met.

The Weald also currently meets the needs of students with an Education, Health and Care Plan with the following kinds of special educational need:

- Cognition and learning needs
- Language and communication needs
- Social, emotional and mental health needs
- Physical and Sensory needs

Q2. How does The Weald identify and assess the needs of students with special educational needs?

At The Weald we monitor the progress of all students three times a year to review their academic progress.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up.

Some students may continue to make inadequate progress, despite high-quality support targeted at their areas of weakness. For these students, in consultation with parents, we will use a range of targeted assessment tools to better understand these students' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make accelerated progress.

When, in spite of targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of The Weald. Such professionals will consult with us or undertake an assessment and report on any detected learning difficulties, as well as advise The Weald on best strategies and / or interventions to allow the student to make progress. At this point we will have identified that the student has a special educational need.

In exceptional circumstances, where students fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan (EHCP).

Throughout the above process, we will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

Q3. How will The Weald let me know if they have any concerns about my child's learning, special educational needs or disability?

Your child's form teacher or class teacher may talk to you about any issues. For more serious concerns the Director of Learning and/or SENDCo may contact you to discuss your child's difficulties with learning and any possible support strategies The Weald might be considering.

Q4. How will The Weald consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?

All parents are invited to discuss the progress of their children, and receive a progress report 3 times per year. In addition we are happy to arrange telephone conversations and meetings outside of these times.

As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this is not to imply that the student has a special educational need. All such provision will be recorded, tracked and reviewed on a provision map.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of assessments which will help us to understand and address these needs more accurately. The point of contact for these conversations will normally be the Director of Learning or SENDCo.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend the Annual Review, which, wherever possible will also include other agencies involved with the students. Parents will be actively supported to contribute to assessment, planning and review.

Students who have been identified as having special educational needs will have a Pupil Passport (individual profile page), which is shared with all teachers and support staff. Our SEND Mentors meet with the students with a SEN to complete the Pupil Passport as part of person-centred planning. The Pupil Passports are reviewed and updated annually following a meeting with a SEND Mentor.

Q5. What is The Weald's approach to teaching students with special educational needs?

High quality teaching is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and plan lessons to match the learning needs of their students. We believe that additional intervention and support cannot compensate for a lack of good quality teaching, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.

We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not all learning takes place in mainstream lessons.

Q6. How does The Weald adapt the curriculum and learning environment for students with special educational needs?

At The Weald we believe that your child's learning needs will first and best be met through the high quality teaching delivered by mainstream subject teachers.

We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson. Subject teachers will plan and adapt lessons in accordance with this information to match your child's special educational needs and/or disability.

Where necessary, subject teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learnt and retained in memory.

In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum.

Specialist advice is sought for students who make little or no progress in spite of differentiated and targeted work as outlined above. For students with an Education, Health and Care Plan we follow the advice and strategies described in these documents.

When necessary, accessibility aids and technology may be used to support your child's learning, for example we allow students to use a Chromebook if they are unable to write due to physical disabilities or if they have illegible handwriting.

At The Weald we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and The Weald site.

Q7. What additional support for learning is available for students with special educational needs?

At The Weald we have a three-tiered approach to supporting students' learning needs:

1. **Universal:** At a universal level, we use our notional SEN funding - money we receive as part of our budget - to provide quality teaching, which may include some very minor adaptations to match learning needs.
2. **Targeted:** We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated approach known as 'Assess, Plan, Do, and Review':
 - Assessing your child's needs
 - Planning the most effective and appropriate short term intervention
 - Providing this intervention
 - Reviewing the impact on your child's progress towards individual learning outcomes

Such specific, targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's.

3. **Specialist:** We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside The Weald in order to plan for the best possible learning outcomes for your child. This may include:
 - Advisory Teachers from the Learning and Behaviour Advisory Team (LBAT)
 - Advisory Teachers from the Autism and Social Communication Team (ASCT)
 - The Educational Psychology Service (EPS)
 - Speech and Language Therapy (SALT)

- Advisory Teachers from the Sensory Support Team for students with, for example, hearing or visual impairments

Q8. What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

We offer a range of clubs, trips and activities to all students at The Weald.

The Weald is an inclusive school and committed to providing equal opportunities for all students.

When necessary The Weald will make reasonable adjustments to ensure that students with SEN and/or disabilities are included in all activities.

You can contact your child's form teacher or Head of House if you have any concerns regarding participation in clubs, trips and extra-curricular activities.

Q9. How will The Weald know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Every student has their progress tracked three times per year.

Your child's progress will be assessed both in terms of her/his regular learning within the classroom and with regard to specific intervention programmes.

The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary it may be decided that a further period of support would be beneficial to your child.

For students with an Education, Health and Care plan there will be an Annual Review of the provision made for your them, which will enable an evaluation of the effectiveness of targeted and specialist provision.

You and your child will be kept informed and encouraged to be actively involved at all stages of this review process.

Q11. How does The Weald secure equipment and facilities to support students with special educational needs or disabilities?

Where external advisors recommend the use of equipment or facilities which The Weald does not have, we will seek to secure it through the local authority, or purchase it using the notional SEN funding.

Q12. How does The Weald ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?

We access specialist training from a range of providers including:

- The Weald's lead professionals and teachers
- Specialist services provided by the local authority
- Independent providers commissioned by The Weald for specific training

Where a training need is identified beyond this, we will find a provider who is able to deliver it. The cost of training is covered by the notional SEN funding.

Q13. What is an EHC plan and who can request one for my child?

An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure across education, health and social care through targeted and specialist teaching strategies and interventions.

The Plan contains:

- The views and aspirations of you and your child
- A full description of her/his special educational needs, along with any health and social care needs
- Outcomes for your child's progress
- Provision and support required to achieve outcomes, and how education, health and social care will work together to meet your child's needs

An EHC Needs Assessment (EHCNA) can be requested by any number of people, including:

- You as parent or carer by making a request to the WSCC SEN Assessment Team
- Your child - where appropriate and aged 16 or over by making a request to the WSCC SEN Assessment Team
- The SENDCo
- The Headteacher
- Health or social care professionals

Q14. What support will there be for my child's happiness and well-being at The Weald?

We understand how important emotional well-being is for learning. An important feature of The Weald is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students.

We cover aspects of emotional well-being in our Relationship, Health and Personal Development curriculum and during morning registration with the Form Tutor.

For some students with the most need for help in this area, we are also able to provide the following:

- Time-out space for identified students to use when upset or agitated
- Mentor time with the Learning Mentor
- Time with the school's Emotional Literacy Support Assistants (ELSAs)
- An internal referral to the School Counsellor
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

Please contact your child's form teacher or Head of House if you have any concerns about your child's happiness and well-being. Please also refer to the Well-Being page on The Weald's website.

Q15. How does the Governing Body involve other bodies in meeting the needs of students with special educational needs or disabilities, and in supporting the families of these students?

At The Weald we have support arrangements or service level agreements in place with specialist bodies, such as Counselling Services.

Q16. How will The Weald support my child in transition stages?

We work closely with the educational settings used by students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This will include information about their identified special educational needs and/or disability and any provision we need to have in place for when they start with us.

We offer a tiered transition programme, depending on the severity of students' needs:

- There are Open Evenings for all Year 6 students who are considering transferring to The Weald in Year 7.
- Parents and Carers who are unable to make our Open Evening can book a tour of the school via The Weald's website.
- Year 6 students with SEND are invited to attend a Summer School during the summer break.
- Additional transition visits for students with identified SEND needs are offered to all primary SENDCos in our catchment area. Year 6 students will be referred by the Primary schools.
- The Transition Lead, Year 7 Director of Learning, Heads of House and the SENDCo conduct transition visits to primary schools in the catchment area.
- Students in Year 8 are provided with detailed information to support their option choices for Key Stage 4.
- Students in Year 11 are supported into our Sixth Form or other further education settings by providing information to the next setting. For students with an Education, Health and Care Plan, this might include accompanied visits to the next setting of their choice.

Q17. Who can I contact if I have a complaint about the special educational needs provision made for my child?

The normal arrangements for the treatment of complaints at The Weald are used for complaints about provision made for students with special educational needs.

We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the form teacher or SENDCo.

If you feel your concerns are not dealt with satisfactorily, please refer to the Complaints Procedure Policy.

Q18. Who can I contact outside of The Weald for impartial advice about special educational needs?

For impartial advice contact West Sussex SENDIAS (SEND Information, Advice and Support):

- Email: send.ias@westsussex.gov.uk
- Call: 0330 222 8555

Q19. Where can I find information about the local offer of the local authority?

The Local Authority's local offer is published on <https://westsussex.local-offer.org/>

Q20. Who are the best people to talk to at The Weald about my child's difficulties with learning, special educational needs or disability?

Director of Inclusion (SENDCo)	Tony Aschettino	inclusion@theweald.org.uk
Deputy Director of Inclusion (SENDCo)	Sarah Reid	sreid@theweald.org.uk
Inclusion Manager	Michelle Williams	mwilliams@theweald.org.uk
Head of Year 7	Graham Cook	gcook@theweald.org.uk
Head of Year 8	Megan McCaughan	mmccaughan@theweald.org.uk
Head of Year 9	Caitlin Djogo	CDjogo@theweald.org.uk
Head of Year 10	Georgina Holt	gholt@theweald.org.uk
Head of Year 11	Hannah Gardner	hgardner@theweald.org.uk
Head of Year 12 and 13	Tasmin Day	tday@theweald.org.uk
Family Liaison Officer	Amy Martin	amartin1@theweald.org.uk