

# **Our offer to children with Special Educational Needs and Disabilities (SEND)**

## **The Weald Community School and Sixth Form**

## Caring about achievement

All West Sussex Local Authority schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). All Local Authority schools are supported to be inclusive as possible.

At The Weald, we are committed to offering an outstanding school experience which ensures the best possible progress for all of our students, whatever their needs or abilities. All students are valued and encouraged to develop confidence in their abilities and strengths and to have high aspirations for themselves. Support is provided for any student, who at any time, is identified as requiring additional or special provision to help him or her achieve success.

At The Weald we acknowledge that all teachers are teachers of Special Educational Needs and Disabilities (SEND). We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, materials used, teaching style, differentiation and through partnership with specialist staff from the Learning Support Team.

We promote an ethos of **positive partnership** and **co-production** between our staff and our parents/carers of our young people with SEND. When necessary, we will seek appropriate advice and support from external agencies.

This document sets out the offer we make to those students and their families, who may require additional support, in accordance with of the **Children and Families Act 2014**.

*The Weald will always work closely with our external partners but we cannot accept responsibility or be held accountable for the failure of external agencies to comply with their statutory provision.*

## Our Offer

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*At The Weald we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be reviewed and updated each academic year.*

## **Q1. How does The Weald know if students need extra help and what should I do if I think my child may have SEND?**

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum and clearly identifies the next steps. Our staff are vigilant at supporting and raising any concerns.

We carry out Cognitive Ability Tests (CATs) and reading and spelling screening assessments for all our Year 7 each September. This, combined with information from previous settings, is used by teachers to plan appropriately differentiated lessons.

Information about individual needs and disabilities is made available to all of our teachers and support staff who use it for their planning, through our school record systems.

Most importantly, you need to talk to us about how you feel - you know your child best. When parents raise concerns about their child's educational needs, the relevant member of staff will gather all the appropriate data and information from your child's teachers. If necessary, a meeting will be arranged, to discuss our findings before support strategies, referrals or interventions are put in place.

If you are worried that your child may have a Special Educational Need and/or Disability you should contact the SENDCO to discuss the matter further. We also encourage all teachers and tutors to raise any concerns they may have about any student at the earliest opportunity.

## **Q2. How will The Weald support my child's learning?**

Children's needs are best met through high quality teaching by subject specialist teachers, who take account of the needs of each child. Teachers are aware of dyslexic strategies and will provide appropriate resources, plus a range of teaching styles to meet the needs of individual learners.

Where necessary, an individual programme of support and intervention for your child will be drawn up by The Weald and it is important that you and your child take part in this process, so that you can contribute your opinions and concerns. The plan may include school provision and may also include input from external agencies and services.

Students who have a EHC Plan will have a Pupil Profile. This will ensure that the teacher, parent and the student know what targets are being aimed for and the best way of achieving these. The targets and provision will be reviewed at the student's Annual Review.

### **Q3. How will the curriculum be matched to my child's needs?**

Lessons are pitched appropriately so that all students can learn and progress, some subjects are set by ability, others are mixed ability. In all lessons teachers take account of the needs of the individual and differentiate tasks and materials appropriately. At each assessment point, each class teacher analyses the progress of all students and monitors those who are underachieving. In the first instance the class teacher will adopt strategies to support any underachieving students, if the underachievement continues the Subject Leader, and if appropriate, the Learning Support Department will get involved.

Research evidence shows that for children with SEND, teaching is most effective when delivered in the classroom by subject specialist teachers. We therefore aim to include students in their timetabled lessons as much as possible.

At KS4, students are advised to follow a pathway of choices that match their ability, allowing every student to have the best possible opportunity for examination success. When Year 8 students are going through the process of making their choices, you are invited to an options evening, which enables you and your child to speak to relevant staff about each of the courses on offer.

### **Q4. How will both you and I know how my child is doing?**

You will receive a tracking report which shows your child's progress in each subject area three times a year. There is also one Parents' Evening during the year for each year group, which offers an opportunity for you to discuss progress with the subject teachers. You will also receive a tutor report on your child's progress across all subject areas and their personal development.

Students with Special Educational Needs and/or Disability are closely monitored. Students with Statements of EHC plans will have an Annual Review. There will be additional opportunities for parents/carers of students with SEND to meet with the SENDCO by appointment when the need arises.

### **Q5. What support will be at The Weald for my child's overall well-being?**

Every House is led by a Head of House, who, along with your child's form tutor, will be available to discuss your child's well-being with you. It is the form tutor who has daily contact with your child, so they will be the first point of contact for such matters. If there is an issue that affects a student's well-being, the form tutor or the Head of House would ordinarily liaise with the parent/carer in order to find an appropriate course of action.

The Learning Support team offers an additional point of contact for parents of children with additional or more complex issues affecting their learning. A student may be referred for literacy support, mentoring, or for a range of social skills group work programmes, bereavement support and anger management. In some cases it does become necessary to refer students to external professionals.

In addition, The Weald has a medical and drugs policy in place. The Weald's Behaviour for Learning Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. We regularly monitor attendance and take necessary actions to prevent prolonged unauthorised absence. Student voice is central to our ethos and this is encouraged in a variety of ways, and regularly. We promote the development of independence across the school.

## **Q6. What specialist services and expertise are available at, or accessed by, The Weald?**

We work in partnership with a wide range of specialist agencies. Within The Weald we have two specialist Learning Support teachers and a large team of teaching assistants called Student Learning Advisors (SLAs). We also have a dedicated area called 'C3'; this consists of learning zones for our intervention/withdrawal groups and also a safe base for those children who may need a quiet supervised area at social times.

## **Q7. What training do staff who support my child have?**

The SENDCO has completed the National SENDCO Award and is a qualified teacher. We regularly invest time and money in training our staff to improve the delivery of provision/intervention and develop enhanced skills and knowledge. All teachers are updated on matters pertaining to Special Educational Needs and Disability. All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are also trained to support medical needs.

## **Q8. How will my child be included in activities outside the classroom including school trips?**

At The Weald we strive to ensure that all students, regardless of their individual needs, have access to the whole range of educational opportunities and activities. Support staff can be allocated, when required, to accompany students on school trips and full risk assessments will be made to ensure all aspects of health and safety have been considered before embarking on the trip. We comply with all legislation in respect of accessibility and make reasonable adjustment where necessary.

In line with the Equalities Act 2010, we carry out equality impact assessments where necessary, to ensure that we can identify opportunities in our practice for promoting our vision and our duties on equality legislation. This is across all aspects of school life, including school trips and experiences where reasonable adjustment might need to be made.

As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion.

## **Q9. How accessible is the school environment?**

The Weald has limited accessibility for wheelchair users.

Please let us know if your child encounters any problems or you feel that your child has needs that are not being catered for.

## **Q10. How will The Weald support my child to join the school or transfer to the next stage of education and life?**

We gather information about your child's needs from their primary school. Most feeder schools are visited by the KS3 Director of Learning and the SENDCO. The children receive a presentation, have a chance to ask questions and staff discuss each child's strengths and weaknesses, to ensure a smooth transition.

If your child is on the SEND Register when they transfer from primary school we will keep them there for the first two terms of Year 7. During this time, the SENDCO will work closely with teachers and Teaching Assistants to get to know your child and monitor their progress. When the SEND Register is reviewed, you will be consulted if the intention is to remove them from the Register.

Students who have an Education Health and Care Plan (EHC plan) will be allocated a named adult, so that a trusting relationship can be developed, even before they arrive at The Weald. The SENDCO and other key staff may start visits in Year 5, for those with complex needs. We run special taster sessions (including pre-induction mornings and afternoons with students from other local schools) and personalised visits for targeted Year 6 students, who are referred to us by primary school SENDCOs or by the child's parents.

## **Q11. How are The Weald's resources allocated and matched to my child's special educational need?**

Our budget for SEND is allocated according to our provision management system. Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. At The Weald we seek to ensure a value for money service, so all our interventions are evaluated on a termly basis.

## **Q12. How will The Weald decide about what type and how much support my child will receive?**

Children's needs are best met through high quality teaching by subject specialist teachers, who take account of the needs of each child. We refer to this as Quality First Inclusive Practice and it is clearly defined in our setting. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.

All interventions are monitored for impact and outcomes that are defined at the start of any intervention. The SENDCO and Heads of House oversee all additional support.

## **Q13. How are parents involved at The Weald?**

We wholeheartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We take every opportunity to strengthen this dialogue. Our Governing Body also includes Parent Governors.

## **Q14. Who can I contact for further information?**

If your child has a Special Educational Need and /or Disability and you wish to become more involved in his or her learning with us, do not hesitate to contact the SENDCO.

Similarly, if you still have a question, want to look round or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, please contact the relevant Head of House, Director of Learning or SENDCO.

SENDCO	Tony Aschettino	taschettino@theweald.org.uk
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KS3 Director of Learning (Year7-8)	Sue Egan	segan@theweald.org.uk
KS4 Director of Learning (Year 9)	Graham Cook	gcook@theweald.org.uk
KS4 Director of Learning (Year10-11)	Gergina Holt	gholt@theweald.org.uk