



Wightwick Hall School

SEN Information Report

Signature:.....
Chair of Governors

Name:.....

Date:.....

Signature:.....
Executive Headteacher

Name:.....

Date:.....

September 2014

Reviewed February 2015

Reviewed February 2016

Reviewed February 2017

At Wightwick Hall school we offer a personalised curriculum giving the students the knowledge, skills, values and life skills they need to create their own success as thoughtful and confident individuals.

We encourage a classroom environment that fosters equality, diversity, respect and positive relationships. We have a culture that has a clear vision with ambition and achievement at its heart.

Our aims are:

- To provide the best possible standards of teaching and learning
- To work with parents and students to help our children at a level that meets their individual needs and capabilities, in a safe and caring environment
- To foster pride in individual and group achievement.
- To foster self-respect, and to care for others.

The Governing Body believes that all children regardless of ability and behaviour are equally valued at Wightwick Hall School.

In order to meet the needs of our students we have achieved 'Enhanced Dyslexia Status'. We believe that this not only benefits our students with dyslexia tendencies but has a significant impact on all our students.

The Governing body will:

- Ensure the school has regard to the Special Educational Needs and Disability (SEND) Code of Practice when carrying out its duties toward all pupils with Special Educational Needs and Disabilities.
- With the Head Teacher and Senior Leadership Team, determine the school's general policy and approach to provision for all students, establish appropriate staffing and funding arrangements.
- Report to parents annually on the school's policy
- Do its best to ensure that necessary provision is made for all students.
- Will appoint a 'responsible person' for SEND. In this school it is Mandy Morris; Deputy Headteacher. The Governor with specific responsibility for SEND is the Chair of Governors; Mr Graham Peebles
- Ensure that the SEND policy is regularly evaluated for its effectiveness in bringing about improvements for all students and that it ensures that learning targets for individual students are identified.
- Ensure that the behaviour and attendance policy supports all students.

How we identify SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

Have a significantly greater difficulty in learning than the majority of others of the same age.

or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At present all our students have a Statement of Special Educational Needs which clearly details their special education needs, approaches to meeting those needs and required provision. This will be changed to an Education, Health and Care Plan before 2018. Any new students joining the school will enter with an EHCP.

Policies and plans related to SEND are available on the school website.

www.wightwickhall.staffs.sch.uk

The School Improvement Plan identifies whole school developments to continue to improve upon our provision for our students.

Procedures for Complaints can be found on the school website within Compliments, Comments and Concerns.

The Needs of our students

Our students have a wide range of needs including:

Sensory and/or physical needs

Social, emotional and mental health difficulties

Cognition and learning

Communication and interaction

Pupils with medical needs

Pupils with medical needs are provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves.

Staff receive appropriate training to administer medications. All medicine administration procedures adhere to the LA policy.

Parent/Carers Involvement

The success of our students relies on strong links between school staff, students, parents/carers, governors and other professionals.

Parents/carers have the opportunity to consult:

- On a daily basis via home school diaries (if appropriate to the student's needs)
- At any time by telephoning and/or making an appointment with the relevant member of staff
- At parent evenings held three times a year
- Annually at the Statement/EHCP review
- Coffee mornings, fund raising events/ sports day

Student's involvement in their education

Students have the opportunity to consult about their education through:

- Individual tutorial work
- Giving their views for EHCP Annual reviews and where appropriate attending.
- Through their Transition Plan
- Through the Student Leadership Groups
- Questionnaires

Quality of teaching and approaches to teaching to meet student's needs

- All students are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- The quality of teaching is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team
 2. ongoing assessment of student progress
 3. work sampling and marking and feedback scrutiny
 4. scrutiny of planning
 5. student and parent feedback when reviewing target attainment
 6. whole school student progress tracking
 7. attendance and behaviour records

Students who are failing to make expected levels of progress are identified very quickly and interventions put into place

Teaching can be highly personalised and teachers will use a number of strategies to enable students to access the curriculum. This might include using:

Visual timetables, Small group teaching, 1:1 teaching, Work stations (TEACCH), Reward Systems, Makaton, Symbol based communication programmes, Intensive interaction (SPRINT curriculum), Rebound Therapy, Educational Visits, Community based learning , college placements, a rich and diverse curriculum at KS4 and 5, 1:1 support, setting of year groups for English and maths.

All staff are highly skilled in meeting the individual learning, medical, behavioural and social needs of our students. Staff receive comprehensive and ongoing training in meeting the students' needs. There is a continuous programme of training to develop and extend staff expertise. Training 2013-2014 has included:

Safeguarding, Makaton, Curriculum Development, Proact SCIPr , Reading, Attachment Disorders, Memory, Dyslexia, Medical training for individual students, Level 2 Food Hygiene, Rebound Therapy, Computing, Restorative Practice, Health and Safety

Our Curriculum

The school comprises of three departments: Bannatyne, Gates and Roddick.

Bannatyne department is located in a separate single-story building and follows a secondary school model. The students are tutored in year groups, Year 7 to Year 11, and move between the classrooms to different subject teachers. Classes are small and have a teacher and a teaching assistant for each subject.

Gates department is located on the first floor of the main building and comprises of two classes (Class 3 and Class 4) and follows a primary model. These two classes have a high staff/student ratio and students remain within the class for the majority of their curriculum. A high level of structure is maintained (following TEACCH philosophy) within both classes to meet the needs of the students.

Roddick department includes three 6th form classes comprising of a mixture of year 12 to year 14 students. Two classes are located on the ground floor of the main building and follow a secondary model. The third class is based on the first floor of the main building and predominantly follows a primary model.

Classes are small and have a good staff/student ratio to meet the needs of our students.

Our curriculum is based on the National Curriculum, modified to enable all students to access each subject in a meaningful and purposeful way. We place great emphasis on our vocational and life skills curriculum, and partnership work. At all ages there is an emphasis on enabling pupils to be as independent as possible. Learning in the community is priority for many of our students. Students are able to achieve a wide range of qualifications, from EL1 to GCSE, to support them with future challenges and help prepare them for adult life.

The Statement/EHCP Annual Review

The Annual Review will give the opportunity for parents/ carers, students, teachers and other professionals to review progress over the year towards previously identified outcomes, to identify others for the future and to plan who and what will need to happen to achieve success.

Measuring success

We continually monitor student progress in a number of ways. BSquared; Complete maths and Testbase are assessment tools that are used to record and measure progress and attainment. Teachers set annual aspirational targets which are monitored termly. Interventions are quickly implemented if students are not making expected progress. Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parents' Evenings.

We ensure our standards of judgement by moderating work in school - and with other Staffordshire special schools.

We scrutinise student's work through the year to ensure that their learning is challenging, relevant and accessible.

Equality of opportunity

The School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students with an awareness of our diverse society

and to appreciate the value of difference. We value each individual and promote opportunities for students to achieve the highest standards, having regard for individual circumstances and abilities. The curriculum is broad and balanced, enabling students to strive for and meet the highest expectations that we have for them. Every member of the School is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or ability/ disability.

Student Wellbeing

This is an important area of learning for our students if they are to achieve their best and be part of the community. The school has two Home-School Liaison Officers who offer support to the student and their family when required. The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.

Students are supported through:

- Staff modelling appropriate behaviour and using positive reinforcement to reward students' achievements.
- Small class sizes which enables students to feel confident in speaking out.
- A large amount of learning in the community enabling students to learn appropriate social behaviours.
- Designated tutor time
- Wide range of class based resources to support student well being
- School Leadership Groups
- Active House System
- School reward and Top of the Class assemblies

Working with other professionals

Working with other professionals is crucial in meeting the needs of our students. We promote working partnerships providing invaluable support and advice from Educational Psychologists, Careers Service, Speech and Language Therapists, Occupational therapist, Behavioural Community Nurse and the School Nurse. If necessary, we are able to call on more specialist advice if a need arises

Funding for SEN

We receive a fixed sum for each student at the school and in addition receive top up funds for some depending on the student's level of need. There are also other sources of funds we are able to use with specific students, such as those that are looked after or in receipt of free school meals.

Preparing for the next step

Preparing our pupils for the next stages of their life is hugely important. This can be transition to our school, moving on to another school, college, or moving in to employment. Wightwick Hall School is committed to working in partnership with

children, families and other providers to ensure positive transitions occur. Transition from another school involves a timetabled transition of activities during the summer term so staff and students can work together. The transition process from school begins early in Year 9 with the start of a Person Centered Transition Plan which is discussed at each EHCP Annual review.

Further Information

Follow the link to information on the LA's Local Offer .

www.staffordshirecares.info/send