

Wyvern College SEN Information report

(To be read in conjunction with the SEN policy)

At Wyvern College we believe in providing every possible opportunity to develop the full potential of all students. All students will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate, full access to the National Curriculum and the opportunity to participate in all student related activities associated with the College's Voluntary-Aided status. All students are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources.

Further reading

Detailed information about SEN can be found on the Wiltshire Council website:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm>

Leaflets for parents can also be downloaded from:

<http://wisenet.wiltshire.gov.uk/documents/dsweb/View/Collection-1500>

Information about Wiltshire's Local Offer can be found here:

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

The following information is published as required by the *Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)* and *The Special Educational Needs and Disability Regulations 2014*

What types of SEN does Wyvern College support?

Cognition and Learning difficulties including Moderate Learning Difficulties

Speech, Language and Communication difficulties

Autism spectrum disorders

Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia

Physical difficulties and medical needs

Sensory difficulties including Hearing Impairment and Visual Impairment

Social, Emotional and Mental Health difficulties.

- ASD/Aspergers – Autism Spectrum Disorder
- ADHD – Attention Deficit Hyperactivity disorder
- Dyslexic
- EAL – English as an Additional Language
- GLD – General Learning Difficulties

- MLD – Moderate Learning Difficulties
- P – Physical Difficulties
- SEMHD – Social, Emotional and Mental Health Difficulties
- SLCN – Speech, Language and Communication Needs
- SpLD – Specific Learning Difficulties
- H – Hearing impairment
- Literacy and Numeracy

How does Wyvern College identify and assess pupils and young people with SEN?

Wyvern College will begin monitoring through the use the information from KS2 assessments and information gathered from previous teachers (primary, or previous school where necessary), as well as any outside agency assessments.

Throughout your child's time at Wyvern College a range of evidence is collected through usual school assessments and monitoring assessments. If it is suggested that the young person is not making the expected progress the SENCO, teachers and teaching assistants can decide whether additional support is necessary.

Any student is welcome to access support from specialist learning support teachers in terms of study skills or touch typing and so on to help support their study.

Students who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

How do I contact the SENCO?

Any teacher or parent can raise a concern with the SENCO at any time:

Alison Hoskins

ahoskins@wyverncollege.wilts.sch.uk

01722 500700

What are the arrangements for consulting parents and involving them in their child's education?

What are the practical arrangements for assessing and reviewing progress towards outcomes?

The Code of Practice January 2015 has set out the expectation that parents are involved when there is a suggestion that their child may have a Special Educational need and that parents are involved in discussing the provision and reviewing their child's progress three times a year. This may happen at Parents evenings or in separate meetings hosted by a member of the SEN staff who knows your child well. You are encouraged to contact the Learning Support Department if you would like to come in and talk about your child using the information above.

If we feel that your child is in need of SEN support you will be invited to a meeting to discuss the outcomes we wish to work towards. Your child will be placed on our SEN Support list. We will work together to discuss the type of support which might be appropriate including what can be done at home.

What are the arrangements for consulting young people with SEN and involving them in their education?

Pupils are involved at each stage of the assessment, planning and reviewing provision and are central in decision making. Pupils are asked what works and what doesn't work and there is a focus on future aspirations.

What are the practical arrangements for assessing and reviewing progress towards outcomes?

During the monitoring meetings pupils will be asked to identify what is working well and what is not working, as well as identifying the important things in their life, and aspirations for the future. An action planned, agreed by the young person, their parent/carer and school, will be drawn up to be reviewed at the next meeting.

This information will be shared amongst the young person's teachers, and anyone else working with him at that time.

What are the arrangements for supporting pupils and young people in moving between phases of education and preparing for adulthood?

In preparing for transfer between primary school (Key Stage 2) to Wyvern College (Key Stage 3) there are meetings at the primary school with the head of key stage three. This information is shared with the SENCO.

If there is particular concern that the young person may find transition difficult the SENCO can become more involved as appropriate. Additional visits to Wyvern College can be arranged with the Learning Support Department by contacting the SENCO. Very often the primary school will arrange these visits as part of our transfer liaison process.

Information regarding pupils with SEN transferring from Yr11 to further education is shared with the necessary teams; this includes information regarding any Access Arrangements for exams as well as any specific information related to teaching strategies and specialist equipment. Pupils who have an Education Health and Care Plan will continue to have their progress closely monitored and annual reviews will be held.

What is the approach to teaching pupils and young people with SEN?

First and foremost the subject teacher is responsible for teaching all pupils in a way which meets their needs. This is a strong base and firm belief at Wyvern College and as such is reflected training, and sharing of best practice, for all staff, throughout the school year. There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils and that all are entitled to a broad and balanced differentiated curriculum.

How are adaptations made to the curriculum and the learning environment of pupils and young people with SEN?

Firstly adaptations are made through differentiating the lesson – this may be some of many possibilities such as: adapting language, giving a choices of tasks, grouping pupils, questioning, writing down the main tasks, being sensitive to specific needs and exploring the ways to ensure that pupils are challenged in a safe way allowing their strengths and successes to be celebrated.

Teaching assistants are trained in a variety of types of SEN and are available in identified lessons to ensure that a child is able to fully participate in the lesson and to develop independent skills.

Some pupils may have interventions in small groups, such as the following:

- In-class shared TA support
- Corrective Reading programme
- Catch Up Literacy programme
- Numeracy withdrawal groups
- Paired Reading
- Wordshark - *Computer based literacy programme*
- Handwriting Club
- Nesy fingers - *to improve touch typing speed*
- Toe by toe
- Nesy literacy programme
- Social Skills group
- Anger Management
- Homework club – *TA support available*
- Breakfast Club
- Access Arrangements *for students who need support in exams*
- Personalised timetables and curriculum
- CAF and Professionals meetings
- School Mentor/counsellor

What is the expertise and training of staff to support pupils and young people with SEN?

Specialist support from teaching assistants, the SENCO and other members of staff with relevant qualifications is provided when a young person with SEN requires it. This will vary from young person to young person, through consultation with young person, parent/carer and staff.

Specialist expertise is secured through training opportunities through the year.

In school currently the expertise includes:

- National SENCO Award (Jill Bellamy is qualified, and Alison Hoskins is working towards)
- Dyslexia trained TAs
- ELSA

How is the effectiveness of provision evaluated at Wyvern College?

The progress pupils make towards the outcomes they need is measured termly through subject assessments and three times a year in terms of reading and spelling.

Wyvern College uses interventions which are research based and structured; if it is necessary to change provision in the light of poor progress there is a choice available. Wyvern College utilises the services from the Specialist SEN Service (SSENS) team and an Educational Psychologist based at Wiltshire Council both of whom make recommendations for certain types of provision and monitors progress with the pupils they review.

Every year the GCSE results are scrutinised in order to ascertain whether changes need to be made the following year when supporting pupils at Key Stage 4.

How are young people with SEN enabled to engage in activities available to young people in school who do not have SEN?

Wyvern College is a fully inclusive school. All pupils are enabled to participate in all activities available; this may require adjustments to be made in terms of technology or staffing.

What is the support available for improving emotional and social development including pastoral support arrangements for listening to the views of young people with SEN and measures to prevent bullying?

Wyvern College has a strong pastoral support system in place which includes the support of a leader in each key stage, and each young person belongs to a tutor group. Your child's tutor and the head of key stage will get to know your child throughout their time at Wyvern College.

Young people may feel vulnerable throughout the school day, so there is always someone available during break time, and lunchtime club, The Zone, is open too. This provides our young people a base to feel safe and secure, and creates an opportunity to mix with their peers with adult support and supervision.

How does Wyvern College involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting young people's SEN and supporting their families?

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. In some circumstances it may be decided that a Common Assessment Framework (CAF) is needed where a few agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary in order that the GP has a full picture.

What are the arrangements for handling complaints from parents of pupils with SEN about provision made at the school?

Any parent/carer dissatisfied with any aspect of SEN provision should first seek to discuss it with Mrs Alison Hoskins (SENCO) by letter, email, phone or in person using the information above. If concerns remain parent/carer should contact the Headteacher; Mr Paul German. If it is not felt that the school is not addressing the concerns the Governors with responsibility for SEN should be contacted. The Local Authority may also be contacted if necessary.