



# Walney School SEN Report September 2018

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## **Walney School's Inclusion Mission Statement**

Walney School believes that all students have a right to an inclusive education, with provision made, as far as possible, within the classroom, alongside their peers. However we recognise that at times, students will benefit from more focused work on and support for their individual needs. The purpose of all provision, from classroom to withdrawal, is to create the best possible conditions to support each individual in making the best possible progress with their learning. All staff have high expectations of all students, and all students, including those with special educational needs (SEND), are expected to make progress in their learning.

This report highlights how we aim to achieve this right to an inclusive education.

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## **The types of SEN provided for in Walney School**

Walney School meets the full range of needs as defined in the SEN COP (pp.97-98).

These include needs in the areas of:

- Communication and interaction – including Speech, Language and Communication Needs (SLCN), Autistic Spectrum Condition (ASC), which incorporates Asperger's Syndrome
- Cognition and learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Specific Learning Difficulties, for instance Specific Literacy Difficulties (SpLD) and dyspraxia
- Social, Emotional and Mental Health Difficulties – including ADHD
- Sensory or Physical Needs – including Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability, including Cerebral Palsy and Duchenne's Muscular Dystrophy

## **Identification of needs**

Walney School works with feeder primary schools to identify students with additional needs prior to their entry in Year 7 through close liaison with primary SENCOs. However, further identification also occurs once the student has entered the school.

This identification occurs in the following ways:

- From Key Stage 2 SATS results and Teacher assessments
- Through information from parents
- Through STAR reading which are taken three times a year and annual spelling screening tests
- Through other diagnostic tests undertaken by members of the pupil support department
- Through self-reflection assessments of social, emotional and behavioural skills on entry at Year 7
- Through monitoring of progress by all departments
- Through monitoring of attendance
- Through monitoring of incidences of negative behaviour and weekly pastoral team meetings
- Concerns can be raised with Head of Year in the first instance and meetings can be arranged with the SENCO.
- SENCO attends all Parents evenings - where parents can discuss their concerns.
- GL assessment – emotional literacy assessment and intervention.

## **Arrangements for assessing and reviewing progress**

Evidence of students' progress in learning or improvements in their behaviour will be assessed by:

- Ongoing teacher and STA observations of the child in the daily classroom setting – STA observations are discussed at weekly LSU meetings.
- Weekly progress checks through observations in classrooms for SEND students.
- Assessments in all lessons measuring students' progress towards student targets are undertaken every term and good practice is shared. These results are shared with parents and are also analysed by the SENCO for students on the SEN Support Register to monitor individual progress. Appropriate actions or interventions for those students who are not making sufficient progress across a range of subjects are identified and put in place.
- Evidence of progress towards outcomes or targets at the Passport reviews.
- More age-appropriate scores on standardised testing – including termly online reading assessments.

- Records and evidence of the child's progress towards improving behaviour.
- Discussion at an appropriate level with the child about their progress.
- Discussion with parents about the child's progress.
- Discussion with outside agencies about the child's progress.
- Questionnaire for Primary School, parents and students – from that the Engagement Centre can formulate groups to work on identified needs and put strategies together for staff use.

## **Evaluation of the effectiveness of SEN provision**

- Progress of students on the SEN Support Register towards targets is monitored on at least a termly basis by the SENCo and relevant actions are identified and undertaken.
- Teaching assistants are observed in class by the Learning Support Management Team at least twice a year and personal development discussions take place after these observations.
- Progress monitoring checks are undertaken on a weekly basis for SEND students.

## **Teaching approaches for Children and Young People with SEN**

All students, regardless of the extent of their SEN are taught alongside their peers as much as is practically possible. Teaching classes are taught in mixed ability groups and in ability sets for Maths. Class teachers work hard to differentiate lessons, and learning, to enhance the accessibility to the learning. Teaching Assistants liaise regularly with the subject leader. Learning journeys are available within some departments. They show and identify where the student should be with regard to progress and what specific learning should be taking place.

The SENCO provides documents (Passports, Case Studies, etc) which are used in planning to support differentiation – both on a generic level and for individual studies. The student SEN passport is more focused on the needs of the student and more useful to staff working with the student as it highlights the strategies the student identifies with to support them more effectively. The Passport is regularly updated by the SENCO following meetings.

These strategies will support the students to access the learning in the classroom and ensure that they are learning alongside their peers and gaining educationally and socially from this experience.

In addition to this, students who are identified through the assessment processes as requiring additional support for Autistic Spectrum Condition, Literacy, Speech, Language and Communication Needs or social skills, may have access to a small group to support these areas. Additionally they may have a Student SEN Passport in place to offer strategies to teachers to support their needs, access support through the Engagement Centre or be in benefit of some shared in-class support.

Students with an Education Health and Care Plan (EHCP) will be assigned a key worker at the start of year 7 or on entry. This key worker tends to stay with that child throughout schooling – unless circumstances change and will be responsible for monitoring the day to day support for the child.

## **Adaptations to the curriculum and environment**

Teaching and support staff work together to remove barriers to learning. These teams all liaise with teaching staff to best address each individual's strengths and difficulties and Student SEN Passports are available for specific students to highlight curriculum adaptations they may require.

Differentiation INSET has been provided to all teaching staff and teaching assistants – focusing on differentiation for challenge and ensuring that all students make progress. Teaching is through a range of methods and has been observed to include individual, paired, small group and whole class work.

The layout of all areas allows access for all pupils:

- Internal classrooms, the library and other spaces are all wheelchair accessible.
- Door frames are not all the correct width, but wheelchair users can access all classrooms despite this. The new build is fully DDA-compliant.
- Some classrooms are not large enough to accommodate wheelchairs without moving furniture to allow for access. However, all the classes in the New Build and in the Pupil Support Department are much larger and more accessible.
- An external lift has been installed to allow wheelchair and mobility access between the buildings. However, it does have some issues regarding reliability – which are under constant support from the provider engineers.

Pupils who use wheelchairs can move freely around school. The majority of all academic areas are accessible by slopes in the building or by the lift. The slope by the door to the kitchen is quite steep. It needs to be ensured that students with mobility issues use their buddy as much as possible when negotiating this corridor. Some corridors are very narrow, creating a bottleneck at times. This is avoided by allowing students to leave lessons early.

Internal and external lifts are now installed. These are used by a key. Regular users have an individual key – but temporary users are reliant on finding a member of staff with a key. This is again helped by students with mobility issues having a buddy or member of staff for support when they transition around the building.

We have two disabled bathrooms, one of which is a Closimat, and also has shower facilities. Both bathrooms have a ceiling tracking hoist and changing beds. There is also a disabled toilet upstairs for more able-bodied users. The new build also has an assisted change area and disabled toilet.

Good lighting is available in all classrooms and corridors. Natural light is available in all classrooms. Automatic lighting is installed in the New Build and the new LSD.

Sound boards are installed in the new build classrooms.

Adjustable furniture is available in technology and the LSD. All other tables can be accessed by wheelchair users. Writing slopes and/or over the bed tables are available for identified students. Adjustable worktops have been fitted in the new LSD kitchen

## **Additional support for learning**

Teaching assistants are deployed to students with Education, Health and Care Plans (Code of Practice 2014) in line with their allocated hours. They can then, where appropriate, provide shared support in those classes to other students.

As stated earlier, at Walney School the policy is that students with SEN are educated in the classroom alongside their peers. In-class provision comes through differentiation, support from additional adults within the classroom, strategies outlined in students' SEN Passports and from smaller class sizes for lower attaining sets. Whilst support outside the classroom may be through individual one to one work or from accessing small groups for social skills, literacy skills and speaking and listening skills and subject-specific intervention.

We operate a key worker policy for all students with an EHC Plan, they have a named member of staff who should be the first point of contact for the student, their parents and all members of staff. All staff have a responsibility for the learning and progress of students on the SEN register.

All students on the SEN register at SEN Support have an Individual Student SEN Passport which will outline their needs and the strategies to support their learning and progress. All teaching and support staff will be required to have a working knowledge of the contents of these Passports, which will be updated on a 6 monthly cycle.

## **Inclusion of students with SEN in school activities**

Walney School works hard to include all students in school activities to comply with the Disability and Discrimination Act, whether they are extra-curricular or related directly to the curriculum. Teaching assistants or other key staff are made available to attend offsite activities where necessary and trip leaders always liaise with the SENCO regarding the special needs of students which may impact on the risk assessment.

All students are entitled to attend extra-curricular clubs, however there are some clubs which are in place specifically for students with SEN, these include the Friday Disability Youth Club and activities at break and lunch-times run in the Engagement Centre.

The school show has open auditions and students with an EHCP are always involved in the performance, often in lead roles.

The school runs all inclusive athletics events in conjunction with other local schools and there is often an all inclusive session on Sports Day, dependent on take-up. ASC students are allowed to access student support for changing facilities for PE.

All SEN students are supported in the dining hall at lunch time and have supervised areas they can use at break and lunch times.

## **Support for emotional, social and mental development**

The pastoral team meets on a weekly basis to discuss issues regarding pastoral and social support for all students, including those with SEND and to seek to put appropriate interventions in place.

These interventions include support from the Engagement Centre, access to a SERIS worker, placement in a Social Skills group and access to the well-staffed Pupil Support Garden at unstructured times or to the Engagement Centre breakfast club or break and lunch time clubs. There is also a Disability Youth Club after school on a Friday run by the school. The Learning Support department also offers breakfast and homework club on a daily basis.

Students with complex needs have a Behaviour Management plan where that is appropriate. These outline strategies which should be undertaken with individual students to support their behaviour. As far as possible, school does avoid the use of exclusions for students with SEND and alternative sanctions are often put in place.

Students are regularly encouraged to talk to their key worker or other trusted adult if they have an issue.

To secure specialist support the school also liaises with:

- Specialist Advisory Teachers
- Educational Psychologists
- Occupational therapists
- Physiotherapists
- Speech therapists
- Children's Social Care
- Child and Adolescent Mental Health Services

## **How equipment and facilities will be secured**

Provision for students on the SEN Support register is managed by the SENCO, School Business Manager and Deputy Head based on statutory requirements of EHC Plans and through identification and monitoring of all students on the SEN register.

A capitation budget is provided for the Pupil Support Department and general resources are procured through this funding. Additional resources can be acquired through support from the Local Authority following the guidelines in the SEN Handbook. The Local Authority has also introduced Personal Budgets to EHC Plans – which are currently being allocated through a moderation panel.

## **Arrangements for supporting transitions & preparation for adulthood & independent living**

Walney School liaises closely with Feeder Primaries. The Transition worker goes into primary schools throughout year 6. There is an enhanced transition package for students with SEND including visits over lunchtimes, shadowing Year 7 classes and meeting key staff. Parents can also contact the SENCO to arrange additional visits during school holidays when the school is quieter or meetings before, after or during the school day.

The school SENCO also attends Year 5 and Year 6 annual review meetings and liaises with the Primary SENCOs regarding the needs of students.

School regularly liaises with Inspira, the local careers service to support students who are moving on from Year 11. The local colleges are also invited to Annual Review meetings – and it is now requirement for them to attend meetings from Year 9 onwards following the implementation of the new Code of Practice in September 2014.

Information is passed onto any school or college to which a student transfers.

## **Arrangements for consulting and involving parents/carers**

If a student has a Student SEN Passport this will be reviewed at least once a year. Parents/carers will be invited to attend the meeting with the relevant staff members.

If parents/carers wish to make an appointment to discuss progress at any other time, they are welcome to make an appointment to see the Head of Year or SENCO, whichever is most appropriate.

Two times a year for all students in Years 7-9, and more frequently for Years 10 and 11, all teaching staff are required to report on the current attainment of students. This is scrutinised by Heads of Department, Heads of Year and the SENCO and support is put in place for students who appear to be struggling.

Following written reports there will be a parents evening at which all parents can attend to discuss the progress of their child. However, meetings can be arranged at any point in the year with the relevant member of staff through contacting the main office (01229 471528).

Parent training events are offered and are dependent on take up and need. At these sessions they may be given advice on supporting students with revision strategies, curriculum content or dealing with particular skills.

## **Arrangements for consulting children and young people with SEN and involving them in education**

Students are regularly encouraged to talk to their key worker or other trusted adult if they have an issue. Students with an EHC Plan are always invited to their Annual Review meetings and prior to the meeting they discuss their contribution to the meeting with their key worker, including the review of their SEN Passport. Students also review their SEN Passport with their keyworker and parents on at least one more occasion in the year.

There are also whole-school questionnaires on behaviour, safety, learning and well-being which are undertaken in form time and so access by all students.

## **Governing Body's arrangement for handling parental complaints about SEN provision**

A copy of the School's complaints procedure can be obtained from the Head teacher's PA.

## **How the Governing Body involves health, social care, LA support services and voluntary sector**

The school regularly liaises with external support services, including the Educational Psychology Service, Specialist Advisory Teacher Service, Inspira, Cumbria Adolescent Mental Health Service and Children's Services. Multi-agency liaison may be in advisory capacity, as part of an assessment process or through multi-agency meetings and child-focused solution planning. Walney School also

links with external services such as alternative provision providers, as well as providers of other support services such as Home & Hospital Tuition Service, SAFA, Bluebell Foundation, The Birchall Trust and Newbridge House Pupil Referral Unit.

Walney School liaises with feeder primary schools to support smooth transition for all students, including those with additional needs. Walney School also links with George Hastwell School and Sandside Lodge Special School and has had facilities for students to be dual-rolled with George Hastwell School.

## **Contact details of support services for parents**

The Local Authority provides an independent support service for parents of children and young people with Special Educational Needs or Disability. This service, Cumbria Parent Partnership Service, provides impartial advice for parents.

The contact details for the Furness and South Lakes Office are:

Celia Jones - 01229 407439  
Karen Hull - 01229 407559

## **Information about where the LA's local offer is published**

The Local Authority's local offer website can be found at the following link:

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

Walney School's local offer information can be found at the following link:

<http://www.walneyschool.co.uk/Local-Offer>

Alternatively, please contact the school office on 01229 471349 for a paper copy.