

WOLVERLEY CE SECONDARY SCHOOL

SEND DEPARTMENT ANNUAL REPORT 2018-19

Overview and Strategy

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Our Strategy:

Quality first teaching and additional interventions are discussed and refined through our dialogue across the school, contributing to our provision management approach. These strategies help us to regularly review and record what we offer every student in our care and what we offer additionally. These discussions also embed our high expectations amongst staff and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all of our learners; our motto of 'Ambition Unlimited' is targeted at all students.

At Wolverley, students of ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provide with opportunities for continued growth and development so that they can increase their self-esteem and build confidence.
- Receive a broad and balanced curriculum in both contents and delivery style allowing them to make informed choices as they progress.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an environment where they feel safe and valued.
- Learn to develop an increasing responsibility for their learning and actions so that they are equipped for life after school.
- Be able to see education as a life-long process which will benefit all aspects of their life.

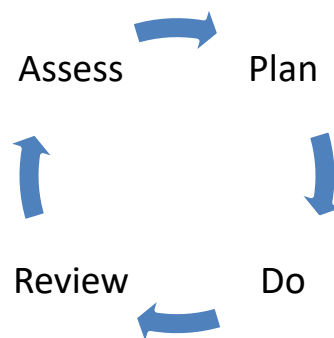
The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN Information report.

This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

The graduated approach can encompass an array of strategies which are underpinned by a number of central principles: (Code of Practice, Para 6.44)

- All children / young people are entitled to high-quality everyday personalised teaching;
- All children / young people can learn and make progress;
- All teachers are teachers of SEND;
- A differentiated curriculum is **not** SEND provision - differentiated learning opportunities should be given to **all** learners;
- Provision for a child / young person with SEND should match the nature of their needs;
- There should be regular recording of a child's / young person's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved.

We have a reflective approach to planning and supporting our students and follow the process identified below:



Assess: Formal assessments identify support needed; all students are tested using an Access Test for literacy on entry. This then identifies students who may need additional support in specific areas of literacy.

Plan: Students identified as needing intervention are then supported through a variety of activities designed to promote literacy levels. This is carried out by the Learning Support Assistants (LSAs) within The Learning Centre.

Do: The Literacy Lead (with SENDCo) then devises a timetable to ensure maximum impact and minimum classroom disruption for those identified and uses other LSAs to provide the intervention.

Review: Progress of interventions are reviewed and shared with students and parents.

Policies and Data

All policies include explicit references to SEND Code of Practice 2015.

The SEND policy was updated July 2019 and was reviewed by Governors.

Relevant school policies underpinning this SEND annual report include:

Acceptable Use Policy Students
Accessibility Plan (Disability Policy)
Admissions policy
Assessment, Recording and Reporting Policy
Behaviour Policy
Collective Worship and Spirituality Policy
Complaints Policy
Drugs & Substance Misuse Policy
Health and Safety Policy
Home - School Partnership Agreement
Teaching & Learning Policy
Looked After Children Policy
Racial Equality Policy
Equality Information and Objectives
Pupil Premium - December 2017
Special Education Needs Information for Parents
Child Protection & Safeguarding Policy

Number of students with SEND (contextual grid):

2018 – 2019: **Appendix 1 See Page 9**

Final results SEN 2017-18: Appendix 2 See Page 10

SISRA SEND KS4 Report 2018-2019: present year 11 Appendix 3 See page 11

Other Data

Reading and spelling data for years 7, 8 and 9 are available on request. This is also shared with parents.

Identification procedures for students with SEND 2018-19

- Use has been made of data from feeder primary schools (National Curriculum end of KS2 test data and teacher assessment scores).
- The Assistant SENDCo (ABO) and some of the SEND team visited the main feeder primary schools to discuss students' abilities and needs with primary school staff and to meet the students and to observe interventions.
- The Assistant SENDCo and some members of the SEND team attended Year 6 transition induction evening.
- Students identified as being vulnerable and/or having additional educational needs were invited to visit WCESS, in addition to the school's 'Intake Evening', for two mornings in June.
- Literacy screening took place in the first half of the autumn term using the Access Reading test. The results were standardised and made available to all staff.
- Students with individual needs who have joined the school mid-year have had an assessment and discussions have been held with the SENDCo and Assistant SENDCo.
- Additional diagnostic assessments were conducted for individual students as required.
- Throughout the year, staff can complete a "Cause for Concern" sheet to alert the SEND or pastoral teams of any additional needs a student might have.

How students were ensured access to the curriculum/activities 2018-19

- All students, regardless of their individual needs were placed within a tutor group and a teaching group.
- All students were integrated fully into the life of the school and have had access to a broad and balanced curriculum.
- Some students have had a personalised learning programme designed for them, depending on their specific needs.
- All students were tested for literacy on entry to school. From this data a package of literacy support has been put in place for students based on individual need.
- Learning Support Assistant (LSA) support in lessons has been based upon SEND need, firstly by scrutinising the targets as set in the Education Health Care Plans. Students without a formal plan were supported based on learning need and recommendations received from outside agencies. We have also tried, where possible, to support EBACC subjects and those groups of students who were not achieving targeted grades.
- Teaching staff and Learning Support Assistants (LSAs) have been trained in the development of Wave 1 provision (Universal Support Level). This links with the whole school teaching & learning focus, which also helps to ensure that all students can access the curriculum.

- Individual student provision maps (IPMs) have been devised for students with the highest level of need and these were made available electronically to staff on the shared W drive.
- Students identified with low literacy levels were offered additional teaching in reading, spelling and comprehension in key stage 3.
- Students identified with difficulties in recording their work were also offered additional teaching to improve handwriting and/or the use of IT to record their work.
- Students identified as not meeting expected targets in mathematics were offered additional teaching support to improve their numeracy skills; this year this has been achieved through utilising a Core PE lesson once a fortnight to have a small group not exceeding 4 students to work on specific and targeted intervention based on test/exam results.
- Students have received access to the wide range of enrichment and intervention activities on offer in school.
- Step-Up group – this is a group of students accessing bespoke interventions in order to meet the targets and recommendations listed within their Education Health Care Plans.

Provision we make for individuals

- The school has a generic SEND policy and support and intervention is planned and delivered on an individual's learning need. As such, there is a range of provision on offer.
- Teacher led provision may include: differentiation, small group teaching, enrichment, study/homework support and interventions.
- LSA led provision may include: in class support; small group teaching; individual teaching; reading intervention; social and communication skills support; study support; support is made available to boost the emotional, mental and social development of students within school; speech and language support via the Language for Thinking programme and other literacy skills which include Wordshark, SPAG, comprehension and inference.
- Peer led provision may include: reading buddies, numeracy buddies, paired work in class and small group work.

Students with a physical, additional need:

- The school's admission policy reflects our commitment to WCESS being an 'inclusive' school.
- All statutory requirements are met for the admittance of students with a physical or additional need.
- As part of the whole school's monitoring process the progress of students with a physical or additional need is monitored and reviewed on a termly basis.
- Access to the WCESS site has been improved with the development of ramps and disabled toilet which is large enough to accommodate space allowing for students to change.
- Some parts of the site are not accessible to students with mobility difficulties, but alternative facilities are available. Students' timetables are altered where necessary to enable them to be taught in downstairs rooms.

Communication Systems

Liaison with external agencies

- There are termly meetings with Speech and Language / Learning Support Team/Chadsgrove Outreach Team.
- There are a variety of other agencies involved with the school and their input is sought as required.

Statutory reporting requirements

- All statutory reporting requirements are met.
- SEND reporting is an integral part of the Census and data collection. Data is readily available, and a variety of reports can easily be generated on request.

Communication with parents

- Parents are welcome to contact The Learning Centre at any time either by telephone or email. (01562 859800 or sendco@wolverley.worcs.sch.uk)
- Regular meetings are held with parents as required throughout the year, on an individual need, through parents' evenings, individual meetings and the termly tea parties.

Communication with students

- Student voice and 'student ministry' as part of the whole school quality assurance process.
- Student input during EHCP review process.
- Access to The Learning Centre as required.

Complaints

- Our complaints procedure and policy can be found on the website.
- This year we have had no SEND complaints.

Additional information

Effectiveness of Provision

- The Assistant SENDCo, overseen by the SLT, meets with students, parents, staff and external agencies to monitor the academic and pastoral progress of SEND students who are Wave 3 or above, on a termly basis.
- Where a need is identified, an intervention programme is organised and the outcome is reviewed.

Finance

- In addition to department capitation, funding is devolved to the school budget to meet the individual needs of any student as required.
- WCESS maintains close links with other external agencies to ensure that the SEND needs of a student are identified and met.

Transition Planning

- As part of the whole school transition process there is close liaison between feeder schools for SEND students joining WCESS.
- Information is recorded on the school admission form.
- Liaison includes WCESS staff visiting schools and attending review meetings.
- For some students a personalised transition package is made available.
- SEND students moving on to further and higher education are supported in this transition through arrangements agreed at the transition review meeting. The support is tailored to meet the needs of each students.

Staff training

- Regular internal CPD sessions are available on a termly basis.
- External training is sourced as and when appropriate.
 - Drawing and Talking - Art Therapy
 - Dyslexia
 - Speech and Language
 - Mental Health First Aid

Children and young people's SEND are generally thought of in the four broad areas of need and support: see Appendix 4 See page 12

Local Offer

Details of the Worcestershire Local Offer (Graduated Response Document) can be accessed via this link.

http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp/1798/send_education_provision/3

Other Useful Links

WCESS SEND page

<https://www.wolverley.worcs.sch.uk/501/send-information>

SEND Code of Practice 2015:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Appendix 1
Number of students with SEND (contextual grid)

Year 7	Students	PP	Male	Female	LAC	Year 7	%Students	%PP	%Male	%Female	%LAC
EHCP	9	3	6	3	1	EHCP	9	33%	67%	33%	11%
In school support	13	5	9	4	1	In school support	13	38%	69%	31%	8%
Other	126	33	60	66	2	Other	126	26%	48%	52%	2%
Total	148	41	75	73	4	Total	100%	28%	51%	49%	3%
Year 8	Students	PP	Male	Female	LAC	Year 8	%Students	%PP	%Male	%Female	%LAC
EHCP	3	0	2	1	0	EHCP	3	0%	67%	33%	0%
In school support	17	11	16	1	1	In school support	17	65%	94%	6%	6%
Other	127	48	58	69	1	Other	127	38%	46%	54%	1%
Total	147	59	76	71	2	Total	100%	40%	52%	48%	1%
Year 9	Students	PP	Male	Female	LAC	Year 9	%Students	%PP	%Male	%Female	%LAC
EHCP	2	1	2	0	0	EHCP	2	50%	100%	0%	0%
In school support	13	6	8	5	0	In school support	13	46%	62%	38%	0%
Other	122	47	67	55	2	Other	122	39%	55%	45%	2%
Total	137	54	77	60	2	Total	100%	39%	56%	44%	1%
Year 10	Students	PP	Male	Female	LAC	Year 10	%Students	%PP	%Male	%Female	%LAC
EHCP	1	1	0	1	1	EHCP	1	100%	0%	100%	100%
In school support	11	6	7	4	0	In school support	11	55%	64%	36%	0%
Other	104	26	55	49	1	Other	104	25%	53%	47%	1%
Total	116	33	62	54	2	Total	100%	28%	53%	47%	2%
Year 11	Students	PP	Male	Female	LAC	Year 11	%Students	%PP	%Male	%Female	%LAC
EHCP	3	1	3	0	0	EHCP	3	33%	100%	0%	0%
In school support	4	2	3	1	1	In school support	4	50%	75%	25%	25%
Other	74	21	39	35	0	Other	74	28%	53%	47%	0%
Total	81	24	45	36	1	Total	100%	30%	56%	44%	1%

Appendix 2

National Data 2017-18

Progress 8 by pupil group											
Breakdown	Cohort	Progress 8 adjusted score		English element		Maths element		English Baccalaureate element		Open element	
		School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark
All pupils	87	-0.02	-0.02	0.28	-0.04	-0.42	-0.02	-0.20	-0.03	0.21	-0.04
SEN with statement or EHC plan	1	-0.20	-0.02	-0.39	-0.04	-0.49	-0.02	-0.15	-0.03	0.08	-0.04
SEN support	4	-0.35	-0.02	-1.06	-0.04	-0.24	-0.02	-0.36	-0.03	0.05	-0.04
No SEN	82	-0.01	0.07	0.36	0.08	-0.43	0.05	-0.19	0.07	0.22	0.07

Pupil groups

KS4 Pupil groups performance 2018

			Actual results			Pupil progress		
	Pupils		Attainment 8 (Overall)	Attainment 8 (English)	Attainment 8 (Maths)	Progress 8 (Overall)	Progress 8 (English)	Progress 8 (Maths)
Summary	All Pupils	88	4.7	5.3	4.1	-0.02	+0.28	-0.42
SEN Group	SEN Support	4	2.5	2.3	2.3	-0.35	-1.06	-0.24
	EHC Plan	1	2.7	3.0	2.0	-0.19	-0.39	-0.49
	No SEN	83	4.8	5.5	4.3	-0.01	+0.36	-0.43

Appendix 3

SISRA AEN KS4 Report 2018-2019

Final Predicted grades

E- Statement or EHCP

K- In school support

N- No SEN

Showing data for:

Dataset: Yr11 Sum 2019 (Assessments)

Overview

Name	Filter Value	KS2 Prior	Stu Count	A8 Pts	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Tot Slots Filled
SEN	E	4.43	3	26	38.39	-1.292	-1.905	-1.314	-0.684	-1.239	6.67
SEN	K	4.35	4	34.13	38.84	-0.805	-0.368	-0.573	-0.216	-0.472	9.25
SEN	N	4.77	74	46.1	46.13	-0.21	-0.288	-0.148	0.446	-0.001	9.95

Basics 9-5

Measure	SEN	Total	%
Students Achieving 9-5 in English and Maths	All	20	24.7
	E	0	0
	K	0	0
	N	20	27
Students Achieving 9-5 in English	All	46	56.8
	E	1	33.3
	K	1	25
	N	44	59.5
Students Achieving 9-5 in Maths	All	23	28.4
	E	0	0
	K	0	0
	N	23	31.1

Basics 9-4

Measure	SEN	Total	%
Students Achieving 9-4 in English and Maths	All	53	65.4
	E	1	33.3
	K	2	50
	N	50	67.6
Students Achieving 9-4 in English	All	65	80.2
	E	2	66.7
	K	2	50
	N	61	82.4
Students Achieving 9-4 in Maths	All	55	67.9
	E	1	33.3
	K	2	50
	N	52	70.3

Appendix 4

SEND Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Communication and Interaction

- Use of student profiles to inform staff of successful teaching strategies. The profiles identify student need and strategies to support this. The student, parents/carers & staff are all involved in the formulation, review & implementation of the passports. These are shared with all staff via the secure area on shared "w" drive.
- Students have access to differentiated material including visual aids to support learning.
- Tasks are differentiated, where necessary, by the class teacher or LSA.
- Within the classroom students have the opportunity to work individually, in pairs and groups to promote development of social interaction & language skills.
- ICT access is available with specialist resources and programmes available from The Base.
- Students have access to professionals such as an Educational Psychologist, Complex Communications Team, and Speech & Language Therapist where appropriate.
- Access to intervention sessions with an LSA which targets social communication skills.
- Access to teacher or LSA to monitor organisational skills & provide resources to support this.
- Peer mentoring system in place to support vulnerable students.
- Impartial access to *Information, Advice and Guidance (IAG)* when making decisions about Key Stage 4 options and Post 16 Placements.
- Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Communication & Interaction & how best to support students identified with difficulties in this area.
- Communication Friendly Environment Audit undertaken and adaptations made.
- A lead practitioner in school is trained to Autism Education Trust (AET) Level.

Cognition and learning

- Use of student profiles to inform staff of successful teaching strategies. The profiles identify student need and strategies to support this. The student, parents/carers & staff are all involved in the formulation, review & implementation of the passports. These are shared with all staff via the secure area on the shared "w" drive.
- Students have access to specialist teaching & learning programmes through The Base.
- Staff in mainstream lessons will use multi-sensory teaching where appropriate.
- ICT equipment available that supports learning e.g. recording of work.
- The school has access to and follows the Worcestershire Dyslexia Pathway.
- Students have access to professionals such as an Educational Psychologist and Learning Support Team where appropriate.
- Access arrangements are implemented where appropriate and following the Examination Board criteria.
- Students have access to Learning Support Assistants, where appropriate in mainstream lessons.
- Students have access to specialist equipment to support learning.
- Impartial access to *Information, Advice and Guidance (IAG)* when making decisions about Key Stage 4 options and Post 16 Placements.

- Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Cognition & Learning & how best to support students identified with difficulties in this area.

Social, Emotional and Mental Health

- Use of student passports to inform staff of successful teaching strategies. The profiles identify student need and strategies to support this. The student, parents/carers & staff are all involved in the formulation, review & implementation of the passports. These are shared with all staff via the secure area on shared “w” drive.
- Small group work focussing on social & emotional skills.
- Small group work for identified students for support with anxiety.
- LSA support & access to The Base during unstructured times such as break and lunchtimes.
- The use of Pastoral Support Plans (PSPs) where appropriate to support behaviour change.
- Peer mentoring system in place to support students.
- Support for students across the school from Heads of College, Assistant Heads of College, Attendance Officer, Safeguarding Team, Reach Out, school nurse & The Base Team.
- Students have access to outside specialists where appropriate.
- Referrals to the Family Front Door & subsequent close liaison with external health professionals such as CAMHS.
- Referral to the Medical Education Team (MET), where medical evidence supports this.
- Managed Moves used where appropriate and through agreement with the Fair Access Panel (FAP).
- Alternative provision through the ContinU Plus Academy (CPA) particularly for those students who are at risk of permanent exclusion.
- Risk Assessments are completed where necessary to ensure student safety on the school site.
- Impartial access to *Information, Advice and Guidance (IAG)* when making decisions about Key Stage 4 options and Post 16 Placements.
- Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Social, Mental & Emotional Health & how best to support students identified with difficulties in this area.

Sensory and/or physical needs

- Use of student profiles to inform staff of successful teaching strategies. The profiles identify student need and strategies to support this. The student, parents/carers & staff are all involved in the formulation, review & implementation of the passports. These are shared with all staff via the secure area on the shared “w” drive.
- Students have access to the school site including after school activities & school trips.
- Teaching staff adapt teaching resources to support students with sensory and or physical needs.
- Access arrangements are implemented where appropriate and following the Examination Board criteria.
- Accessibility Plans & the Equality Policy are reviewed regularly.
- Risk Assessments are completed where necessary to ensure student safety on the school site.
- The advice and guidance of external specialists is sought and implemented.
- ICT programmes and equipment used to support students access to the curriculum.
- Impartial access to *Information, Advice and Guidance (IAG)* when making decisions about Key Stage 4 options and Post 16 Placements.
- Staff have access to regular Continuous Professional Development (CPD) sessions which focus on Sensory & Physical Needs & how best to support students identified with difficulties in this area.

