

Winchcombe School SEN Local Offer

September 2018

Winchcombe is a school that is genuinely unique. We are located in the most beautiful and peaceful of rural surroundings with easy transport links to Cheltenham and other local towns and villages. We are a small, friendly, family school, which is rightly proud of our reputation for academic excellence. All schools are not the same, and Winchcombe School can provide the care, support and expertise that each child needs to excel. Ofsted recognises the caring family atmosphere that allows individuals to thrive and has led to a reputation for academic excellence. We have continued to improve our academic results which are now amongst the best in the area.

The aim of the school is to give every pupil opportunities to develop and extend personal skills and expertise through a wide range of experiences based upon a balanced curriculum. We believe in a caring environment that rewards commitment and high achievement to develop responsible and understanding citizens. Preparation for life is achieved by a full education for all. The school believes strongly in reinforcing traditional values such as hard work, good behaviour, careful presentation, celebrating achievement and service to the community.

1. How does Winchcombe School know if your child needs additional support?

Most pupils who need additional support are identified during the transition from primary school to secondary school – in other words whilst in Year 6 and going on to Year 7.

- In order to gain as clear a picture of a pupil as possible, the Winchcombe School SENDCo and/ or the Primary Liaison Co-ordinator will visit feeder primary schools. They will meet with the SENDCo, teachers, pupil and parents/carers to listen to their views regarding a child's needs, strengths and any strategies which they have found successful
- The information gathered during transition is used to draw up a Pen Portrait to inform staff and to give them a clear picture of each pupil to assist with their planning
- Parents/carers are invited to attend a Parents/carers Induction Evening where they have a further opportunity to raise and share any concerns that they have
- For pupils with an Educational, Health and Social Care Plan (EHCP) the SENDCo will attend Year 5 and Year 6 annual reviews where possible

All Year 6 pupils attend five Induction days at the end of the summer term. In addition to the information relating to a pupil provided by the parents/carers, pupil and primary school - KS2 Scaled Scores, a reading comprehension test, numeracy test and CAT (tests which highlight areas of difficulty) help to identify any pupils where age- related expectations have not been achieved.

Some pupils may be identified as being in need of additional support at a later date when concerns are raised by a parent/carer, a subject teacher, or by the pupil. To identify specific areas of need, a range of screening tools are used: Lucid Rapid, Accelerated Reader and specialist assessments where relevant (WRIT, WRAT4, CTOPP2, DASH).

Pupils who join Winchcombe School during the year will be assessed and identified through a similarly detailed process.

2. What steps will Winchcombe School take when a pupil is identified as having special education needs?

For pupils identified as having a special educational need before joining Winchcombe School, we will write to parents/carers to confirm their child has been included on our SEN register. Parents/carers will also be contacted - should the need arise - if there has been an 'in year' transfer, or at any subsequent time during their education at Winchcombe School right up to, and including Year 11.

Pupils who are on our SEN support register will have an individual Pen Portrait which includes assessment data and details their strengths, difficulties and relevant support strategies. This is continually updated throughout the year in consultation with their teachers, parents/carers, pupils and the Learning Support Department.

3. What should I do if I think my child has a Special Educational Need?

If you believe your child has a special educational need and do not think this has yet been identified, parents/carers should contact the SENDCo, who will arrange a meeting to discuss the best course of action.

If there is still little progress we would investigate further through more formal assessments to identify particular needs. Parents/carers are kept informed of progress and invited to meetings where relevant.

4. How do we include parents/carers and pupils when planning support?

We aim to work closely with parents/carers at all times, to listen to what they have to tell us and to work together to achieve positive outcomes for their children academically, socially and for life. We aim to provide user-friendly information and try to make sure that parents/carers understand procedures and are aware of how to access advice. Parents/carers will be helped and supported in:

- Playing an active and valued role in their child's education
- Understanding their child's entitlement within the SEN framework
- Letting us know their views on how their child is educated and how to play a key part in planning and decision making
- Understanding proposed assessments and any decisions about their child's special educational provision

5. How does Winchcombe School teach and support students with SEN?

We aim to support all our children with SEN to help them succeed. Support is provided to meet individual needs through the following intervention processes:

- Quality-first teaching for the whole class, where differentiation is embedded in teaching strategies which take into account the learning needs of **all** pupils, to ensure pupil progress.
- Homework support is offered on a daily basis at lunchtimes
- Some pupils may need additional intervention to accelerate their progress to enable them to work towards age-related expectations. This could include an in-class Learning Support Assistant and small group work in Literacy/Numeracy. It may also be appropriate to involve external agencies
- Access to ICT and specialist equipment and materials as necessary

- Children with an EHCP are allocated a 'key worker' on transfer to Winchcombe School. This is a specific member of staff who will oversee your child's welfare and progress throughout their entire time at the school
- The department – and school as a whole – will offer ongoing emotional and academic support for children with SEN. The SENDCo and Teaching Assistants are available to assist with all concerns and pupils may visit The Hub at lunchtimes for additional support should they wish
- Sometimes a child with SEN support is appointed a 'mentor' – a specific member of staff they have a good relationship with – who can help and support them during their time at Winchcombe School
- It may be that your child needs some type of extra support in their GCSE examinations. Assessments are carried out in Year 10 (sometimes before) and 'Access Arrangements' - for example a reader, scribe or laptop - can be provided
- Study support
- A few pupils need more focused, targeted provision with one to one support. More individualised programmes with tailored intervention may be necessary to accelerate progress to close the gap (bring SEN students as much in line with their peers as realistically possible). We may seek expertise from external agencies, such as, a Speech and Language Therapist
- Where more regular contact between home and school is beneficial for pupils with an Education Health Care plan, email, phone calls and meetings are encouraged
- Individual Behaviour Plans/Pastoral Support Plans are introduced where necessary.
- If it is considered that your child would benefit from support, or there is a change to the allocated support, the SENDCO would contact the parent/carer to inform them about the decision. As always, the parent/carer may arrange an appointment to meet with the SENDCO to discuss matters

6. Who will be working with my child?

Your child will receive support according to their learning needs which have been identified either before they arrive at Winchcombe School, or during their time at our school. In addition to their tutor and subject teachers this will include:

- Inclusion Manager
- Teaching Assistants
- Literacy Co-ordinator
- Numeracy co-ordinator
- SENDCo
- Key Worker (for those with an EHCP)

Occasionally, external agencies are involved for those with a higher level of need. This would normally be arranged after discussion and agreement of the parents/carers. Examples of external specialists are Speech and Language Therapists and Occupational Therapists.

7. How do we make sure that all relevant teachers and other staff who work with your child know about their additional needs?

During the school INSET (staff briefing and training) at the beginning of each new school year, staff are informed in detail about all new pupils arriving at Winchcombe School with particular reference to those with SEN. In addition to this, teachers refer to a variety of electronic documents generated prior to transfer specifically for SEN children:

- *A pupil register* - which highlights individuals who have a special educational need, a pupil being monitored and pupils with exam access arrangements and/ or medical needs
- *Pen Portraits* – a personal document which details your child’s needs and strategies to help them overcome their barriers to learning

These documents are updated continually as new information and evidence is received.

8. What does the subject teacher contribute to meeting my child’s needs?

All teachers at Winchcombe School are expected to teach to the strengths of each child and to differentiate for each pupil’s individual needs, ensuring that all pupils in their class can make progress. This will include some of the following:

- Using strategies suggested in your child’s Pen Portrait
- Presenting information and tasks differently for pupils with SEN
- Directing Teaching Assistant support to individual pupils as needed
- Organising seating plans and classroom movement to accommodate need
- Providing additional resources as needed
- Discussions with the SENDCo
- Discussions with Teaching Assistants and Key Workers (ongoing)

9. What intervention programmes does Winchcombe School run and do we have particular areas of expertise?

Winchcombe School provides a range of ‘interventions’ (extra activities) to support the specific needs of individuals or small groups of pupils as identified at different points during their education. Interventions are grouped within the following headings:

- Core Support (for basic skills such as Literacy and Numeracy)
- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental Health
- Sensory and Physical

Winchcombe School does not specialise in a particular area of SEN. However the SENDCo, TAs and staff have a wide and multi-skilled range of experience and choose appropriate strategies to support pupils with learning difficulties and differences. We consider ourselves to have some of the highest qualified TAs in the area – the department includes TAs who are qualified teachers and others are graduates.

For a full list of interventions, see the [Winchcombe School Provision Map](#).

10. What other services does Winchcombe School use to help meet the needs of students?

Where necessary, the school enlists the support and guidance of specialist outside agencies. Services who visit the school to help with support and training are:

- Educational Psychology Service
- Advisory Teaching Service for Hearing impaired, Visually Impaired, Communication and Interaction.
- Cognition and Learning experts
- Speech and Language team
- Physical/Medical disability advisors
- School nurse
- Specialist Health Advisors (e.g. Cancer, diabetes)
- Youth Support Services
- Careers Support / 'moving on' specialists (e.g. 'Prospects')

The school also has close links with Social Services, CYPS – (Children and Young Peoples Services), CAMHS – (Children and Adolescent Mental Health Service) and organisations concerned with the health and well-being of young people. A multi-agency approach to support is taken and parent/carers/pupils are fully involved in all meetings.

11. How does Winchcombe School support some of the practical, social and emotional issues that may arise from my child's needs?

Winchcombe School believes that 'pastoral' care ('personal' care - listening, encouraging, and working together) is the key to effective learning. There are a number of strategies we can put in place to help support vulnerable children with social, emotional and mental health needs. The following adults will support individual pupils when needs arise and recommend outside agencies when necessary.

- Tutor
- Teaching Assistants
- Heads of House
- Behaviour Manager
- Inclusion Co-ordinator
- SENDCo
- Key Worker
- SEN Mentor
- Counselling Services
- School Nurse

The School Parliament are actively involved in school decision making, planning and reviewing of policies. Pupils are actively involved in e-safety and anti-bullying initiatives. Pupils act as Peer Mentors to help and support each other and give regular feedback on all aspects of school life.

12. Do pupils with SEN have the same access to facilities and extra-curricular activities as pupils who do not have a SEN?

In addition to the statutory curriculum, the school provides a wide range of additional activities. These include:

- Sports activities and teams – sometimes in collaboration with the National Star Centre at Ullenwood for our SEN students ('Sportability' club with 'Active Gloucester')
- School productions and theatre trips
- Choir, orchestra and instrumental lessons
- Field trips to enhance learning (e.g. Warwick Castle for History, local area surveys for Geography, visit to 'Nature in Art' for Art/textiles)
- A residential trip to a local water park early in Year 7 (team building)
- The Duke of Edinburgh's Award Scheme
- Ski trips and trips to France (not every year)
- Opportunity to enter subject -based competitions for example National Maths Challenges, STEM (Science Technology and Engineering) challenges, Rotary Club National Cookery competition

Staff aim to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities. A modified minibus can be hired to transport pupils who cannot transfer from a wheelchair.

Students with SEN are actively encouraged and supported to join in and benefit from these activities. The participation of students with SEN in these activities is monitored carefully.

13. How do you keep in touch with carers to discuss and review progress towards target outcomes?

Contact with parents/carers is maintained at all stages of the student's progress through the school:

- At the Primary/Secondary transition – individual meetings are held with parents/carers and the Learning Support Team and SENDCo
- When Special Educational Needs are identified through assessment at any point in a child's school career
- When external services are involved
- Parents/carers are welcome to contact the SENDCo, Tutor, Mentor, Subject Teacher and Teaching Assistant at any time to discuss concerns whether by phone or email
- Parents/carers evenings are held to inform and support parents/carers of students with SEN
- Go 4 Schools (a website the school uses to display all progress which is available to students, staff and parents/carers)
- Regular telephone contact with Key Workers

Where a child is receiving SEN support, **Review Meetings** will be held termly with parents/carers to set clear objectives and to review progress towards them and to discuss the strategies and support that will help achieve them. These meetings will be with the Academic Mentor or a member of the Learning Support Department. Pen Portraits are updated after every meeting as well as on an ongoing basis.

Those pupils who have an EHCP will have **a Formal Annual Review Meeting**. A variety of people may be invited to attend – the pupil, parent/carer, SENDCo, Teaching Assistant/Key Worker and representatives from outside agencies e.g. Advisory Teaching Service, Educational Psychologist, Health Professionals and Social Care. This provides the opportunity to review progress and identify any further needs. The meeting is also a legal requirement under the condition of the Statement.

Open communication is very much encouraged between student, parent/carer and school. Should there be any concerns at all, every effort is made to contact the parties involved either face to face or by telephone or email. Parent/carers should feel free to contact the school at any point.

14. How does Winchcombe School involve students with SEN in their education?

Students are invited to the termly SEN review meetings and to parents/carers evening. Tutor groups also fill in termly 'PAS' sheets reviewing progress and goals for learning. All target setting and progress reviews are held with pupil involvement and pupil agreement to a lesser or greater degree (Annual Reviews include pupil 'voice' although not throughout the entire meeting). Students are strongly encouraged to agree their own personal goals for learning and great effort is made to ensure the goals are clear and understood.

15. What curriculum do we offer for students with SEN?

All students have the right to a broad, balanced and relevant curriculum. All students with SEN are taught alongside their peers in mainstream classes by subject teachers and study the curriculum appropriate for their needs.

All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to learning and assessment

With advice from, and support of the SENDCo, teachers match the learning to the needs and abilities of the students. They use a range of strategies to develop the students' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable students with SEN to access the learning or the assessment processes.

Winchcombe School acknowledges that its interventions make a difference. Because of this, the school and teachers regularly review issues related to students with SEN and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. SEN training is provided regularly on the Staff INSET Days and briefings.

Heads of Departments are able to discuss SEN issues at their termly meetings. Learning Support is a feature of departmental agendas.

Support staff meet formally on a weekly basis and communication with staff is conducted on a frequent informal basis.

Where withdrawal for 1:1 or small group teaching is necessary, a time is chosen which will cause the least disruption to the students' access to the curriculum.

16. How do we assess and evaluate the provision put in place for students with SEN?

The school is committed to regular and systematic evaluation of the effectiveness of its work and uses a series of methods to gather data for analysis including:

- Use of 'Go4Schools' (the school data base) to track attendance of SEN pupils
- Tracking of individual pupils' progress on the Go 4 Schools database.
- Frequent discussion with subject teachers, form tutors and the Senior Leadership Team
- Key Stage 3 (Years 7 to 9) Teacher Assessment Levels and GCSE results (Years 10 and 11)
- 'Learning walks' (staff entering lessons to gather information on specific aspects of the lesson such as the use of ICT) and more formal lesson observations
- Analysis of the attainment and achievement of different groups of students with SEN
- Post-16 destinations for students with SEN
- Scrutiny of students' work by the Senior Leadership Team, Heads of House and class teachers
- The views of parents/carers and the students
- Regular monitoring by the SEN Governors
- Maintenance of assessment records (e.g. reading ages, curriculum progress data) that illustrate progress over time.
- Meetings between SENDCo and subject teachers, Heads of Departments, the Senior Leadership Team and Teaching Assistants.
- Regular Pastoral meetings between The Senior Leadership Team, SENDCo, Head of House, the Inclusion Manager and Behaviour and Attendance Managers
- SEN audit
- Department Development Plan

If, despite significant support and intervention the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals, such as the Advisory Teaching Service or Educational Psychology Service, These professionals are invited to contribute to the monitoring and review of progress. Pupils and parents/carers are fully involved and kept informed about the involvement of external agencies and proposed interventions.

The school reports annually upon SEN, as appropriate, and identifies aspects for future development.

17. How does Winchcombe School support SEN students as they move from one stage of education to another?

In addition to the standard transition programme from Year 6 to Year 7 as detailed earlier, if a child joins the school mid-year or at a later date, they will be invited to visit the school. There will be a tour of the school and the opportunity to meet with members of the leadership team, Heads of House and other members of staff.

Buddies are chosen to help and support your child to settle in and new pupil reviews are carried out after six weeks and we will inform you of how your child is doing. We will request information from the previous school which will help us to ensure that we meet your child's individual needs.

Additional support is given at key transition points for example the choice of option subjects when pupils move from Key Stage 3 to Key Stage 4. A Year 9 Parents/carers evening is followed by a Year 9 Options Evening and advice is available from Subject teachers and leaders, the Pastoral Team and

the Learning Support Department. Winchcombe School has a careers advisor who is also member of the teaching staff. He can advise on future options for moving on after Year 11, help with college and apprenticeship applications. He also teaches lessons to the upper years under the umbrella of 'Future Studies' designed to inform students of the wide range of choices available to them. We also have an external Careers Advisor from 'Prospects' who visits the school and individual appointments are organised for pupils to help ensure that they make the best and most appropriate choices for their future. The school has a Careers Library with lots of information on careers, colleges and university courses.

Teaching Assistants, Keyworkers and the SENDCo are also on hand to assist all SEN Students with applications for moving on.

In Year 10 all students undertake a week of work experience in an organisation of their choice. Students with SEN are offered extra support in organising this and we provide as much assistance as necessary to ensure they gain a suitable placement.

Students in Year 11 are also able to attend the 'Prospects Training' programme – a vocational skills introduction workshop run weekly where students can experiment with various potential careers such as plumbing and hairdressing.

Early college visits are organised for some Year 10 pupils with SEN to help ensure a smooth transition from school to college. Where pupils have an EHCP the Youth Support Service play a leading role in Transition planning at review meetings and college staff are invited to attend where applicable. The SENDCo liaises with the Support team at the college and passes on all relevant information to help with the transfer.

On occasion in the past, we have even helped students with SEN 'practise' their bus journey to college so they are more confident once they commence their chosen course.

18. Where can you find Winchcombe School's Special Education Needs and Disability Policy?

Our SEN policy can be found in the policies area on our website. www.winchcombeschool.co.uk

19. How is the SEN Governor involved with SEN at Winchcombe School?

Our SEN Governor, Mrs Sue Proctor, chair@winchcombeschool.co.uk, has close links with the SEN department and visits the school on a regular basis. She attends meetings with the SENDCo and Learning Support Department at frequent intervals. The SEN Governor is well informed and focused on SEN issues, represents the SEN department, raises issues and reports back to the Governing Body.

20. What can you do if you are not happy with the SEN arrangements for your child?

If you are not happy about any aspect of your child's SEN provision, contact the SENDCo as soon as possible. We will work together to resolve any issue. If you wish to make a more formal complaint you should contact the Head Teacher, Mr Neil Hall.

21. How do I arrange a visit to Winchcombe School?

Tours of the school are welcome and can be made by contacting the school on 01242 602233. Please mention at the time of calling if you have a child with Special Educational Needs whether confirmed or not.

The school holds Open Days and an Open Evening in the Autumn Term.

If your child has an Education and Health Care Plan (EHCP). Contact the SENDCo Mr Parin Gohil to arrange a visit pgohil@winchcombeschool.co.uk

22. For more information about SEN provision at Winchcombe School:

- Our **SEN policy** can be found on the school website
- For specific enquiries about SEN provision, contact the SENDCo, Mr Parin Gohil
- For general concerns about existing pupils, contact any of the following: Tutor, Head of House or your child's key worker
- Parents/carers in Partnership. www.parentpartnership.org.uk/ - is able to provide advice and support for parents/carers of students at any stage of their decision making in relation to the education of their children with SEN
- **SENDIASS Gloucestershire** provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old