

Winterhill School

SEND Information Report



Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Winterhill School's Vision and Ethos

Winterhill school is a high achieving, 11-16 school where our guiding principle, 'Everyone Succeeds' underpins our school values and ethos.

At Winterhill, we put great emphasis on personal development and academic achievement. We pride ourselves on upholding our values of respect, responsibility and resilience, which guide all aspects of school life and represent what we call, 'The Winterhill Way,' we expect our students to:

RESPECT

- Be proud of their own identity, respect themselves and have high aspirations.
- Show respect to others through tolerance, acceptance and recognition of their rights as a British citizen.

RESPONSIBILITY

- Show responsibility through their actions and attitude.
- Make a positive contribution to their Winterhill education.

RESILIENCE

- Try their best and not give up.
- Find ways to help themselves and others.

We believe that all young people can succeed, and at Winterhill, we pride ourselves on delivering high quality teaching, clear, unambiguous standards and a motivating environment.

It is these daily elements of the Winterhill curriculum which support all students to reach their potential and find the skills and interests they can excel in.

What is SEND?

Our school currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties.
- Cognition and learning, for example, Dyslexia, Dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy.

Policies and Who to contact

SEN Policy and Impact Report

SENDCO
Katie Brown

Assistant SENDCO
Katrina Smith

SEN Team - SenWinterhill@winterhill.org.uk

What should I do if I believe my child needs additional support?

If you feel your child needs additional support, please contact the SEN team at SenWinterhill@winterhill.org.uk to discuss your concerns with a member of the SEN team.

You could also contact the school directly on **01709 740232** who will pass a message onto the SEN team to answer any of your queries.

What is the Graduated Response?

The school uses the graduated approach as outlines in "The Code of Practice 2015". To help with this process information is collated from a variety of sources which is then used to plan the next steps. At this school we identify the needs for individual students by considering the needs of the whole child, not just the special educational needs of the child. We do this by utilising the following:

Individual diagnostic assessments

Student progress meetings

Staff observation and teacher feedback

The graduated approach is used as follows:

Wave 1

Quality First Teaching by all staff.

Wave 2

Provision from within the school's resources is identified to help meet the students' needs where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements available in school. The may include interventions and will follow the assess, plan, do, review cycle.

Wave 3

If students fail to make adequate progress despite additional provision at Wave 2, advice and involvement from external services is sought.

How do we adapt to meet students needs?

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example; by grouping, teacher delivery, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts.

We pride ourselves on knowing the needs of students and allowing for reasonable adjustments to be made in the classroom.

- We provide support with homework clubs and access to the library during lunchtime.
- Key words and literacy resources are used across the school to support learning.

How do we include Children and their Families?

The school aims to work in partnerships with parents and carers in line with the recommendations in the **SEND Code of Practice**. We will work to enable and empower parents and students to ensure that they have a voice. We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the student's areas of strength and difficulty.

We take into account the parents' concerns.

Everyone understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are. Notes of these early discussions will be added to the student's record to enable us to build a clear picture of need.

No decision will be made about a student without involving the student and their parent/carers.

Support with transitions

Y6 Transitions

There is a highly structured Transition program with a range of events including transition visits, a Year 6 information evening and induction day during which all SEND students and their parents have an opportunity to meet the SENDCO and Assistant SENDCOs.

- Visits to the feeder schools by SENDCO and Assistant SENDCOs. This may include additional visits for vulnerable / SEND students to speak with primary staff and conduct observations.
- Attendance at Year 5 and 6 Annual Reviews (where appropriate).

Support with transitions

Y11 Transition Between Phases and Preparing for Adulthood

With your consent we will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this. If your child is moving to another setting:

- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

In Year 11, if your child has an EHCP they will meet with our Careers Advisor to create a plan for their Post 16 education. The advisor will be asked to attend or provide a written report for the Annual Review. If your child does not have a EHCP the plan will be created by the Careers Advisor. The SENDCO and Careers Advisor will support your child in finding a new school/college. If necessary, the Careers Advisor will work with you to arrange visits to new schools/colleges for your child.

How do we evaluate the effectiveness of provision?

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 - 8 weeks
 - Using student questionnaires
 - Monitoring by the SENDCO
- Holding annual reviews for students with EHCPs.
- The progress of students on the SEND Register is discussed regularly at Inclusion Team meetings.
- Any decision regarding a child's SEN status will be made at the Access meetings and parents will be consulted and their views considered before this is actioned.
- The Senior Leadership Team and Governing Body will consider and report on the effectiveness of the SEND Policy. This will be completed on an annual basis following the publication of examination result and in light of the school examination report.
- Any remedial action or policy amendments will be reflected in the School Improvement Plan if whole school issues are identified.

How do we include students with SEND in extra curricular activities?

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

- All students are encouraged to go on our residential trips where appropriate, extra staff are deployed for trips to meet the stringent requirements of our risk assessments and student to adult ratios. All students are encouraged to take part in sports day/school plays/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEN or disability.

We offer a range of extra curricular activities to all our pupils. These range from sporting extra curricular activities including: netball, football, using our fitness suite and basketball club.

We also offer creative clubs such as: craft club, art club and textile and clay club. As well as reading clubs and homework clubs.

How are students with SEMH supported?

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the student leadership group.
- Students with SEN are also encouraged to be part of all extracurricular groups to promote
- Teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.
- All students have access to small group form tutor groups, PSHCE lessons include explicit teaching around emotional health and wellbeing.

The school is a With Me in Mind school, we access a MIND counsellor and have trained mental health first aiders on site as well as access to the school nurse and other relevant agencies.

What agencies do we work with?

We work with the following agencies to provide support for students with SEN:

- Educational Psychology Service
- With Me in Mind
- MIND
- Specialist Inclusion Team
- Speech and Language Team
- Early Help
- Visual and Hearing Impairment Team
- Occupational Therapy Team
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Aspire Outreach

What should I do if I am not happy with the support my child is getting?

Any complaints should in the first instance be directed to the student's Form Tutor, their Behaviour for Learning Leader or SENCO / Assistant.

If complaints are not resolved through the above process the complainant should ask to make an appointment to speak to the Headteacher, or follow the procedures outlined in the school's complaints policy which is available on the school's website, or in paper format from the school's reception.

Each Local Authority is required to publish up to date information around the SEND offer in the area.
The Rotherham Local Offer can be found here.

www.rotherhamsendlocaloffer.org.uk

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) are an independent service that can help you and your child understand SEND and give guidance on all parts of SEND.

www.rotherhamsendiass.org.uk/

See school policy/general admission arrangements and School Prospectus.

Winterhill School does not discriminate against students with SEND and follows the procedure of the Local Authority for all students.

Access arrangements for examinations are organised jointly by the Assistant SENCO and Examinations Officer. Students must always have a history of need and any special arrangements must reflect the student's usual way of working.

The document Access Arrangements and Reasonable Adjustment - General and Vocational 14 Qualifications (JCQ), sets out procedure and guidelines for applying for special arrangements. Not all students with SEND will qualify for access arrangements.