

SEND Information Report: Werneth School 2022-2023



Approved by:	Sara Burke	Date: September 2022
Last reviewed on:	January 2022	
Next review due by:	September 2023	

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Introduction

Werneth is an inclusive school and prides itself its multi-layered support systems and personalised approach towards each student's needs. We encourage open lines of communication to our parents, Werneth staff and external agencies.

Werneth School is focused on raising the aspirations and expectations of all students with SEND and we provide a focus on outcomes for children and young people and not just hours of provision/support. At Werneth School, we make it our priority to not only identify and assess the needs of our SEND students, but to also consider the needs of the vulnerable children cohort which will not just include the special educational needs of the student, but their general needs too. This may include looking at their attendance and punctuality, health and welfare, EAL, being in receipt of the Pupil Premium grant, being a Looked After Child, being a child of Serviceman/woman, extra-curricular activities etc.

We are committed to safeguarding and promoting the welfare of all our students. We strongly believe that all students have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our students.

Every teacher is a teacher of every child or young person including those with SEND. We expect Quality First Teaching to be embedded throughout the school.

What does SEND look like at Werneth?

Werneth 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
- Moderate/severe/profound and multiple learning difficulties

How do we identify students with SEND at Werneth, and assess their needs?

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed.

What should I do if I think my child may have SEND?

At Werneth, anyone can raise particular concerns to the SEND department, including parents, class teachers, support staff and the student themselves.

We will have an early discussion with class teachers, the student and their parents when identifying whether they may need a special educational provision. These conversations will make sure that:

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

We will get in contact with parents when it is decided that a pupil will receive SEND support.

How do we assess our students if we think they may have additional needs, and monitor their progress?

At Werneth, we will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that

are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How does Werneth Support students moving between phases and preparing for adulthood?

We will share information with the school, college, or other setting the student is moving to as requested.

We will work with the learning support service at the post 16 provisions to decide upon a transition plan. Some post 16 provisions offer taster days, visits etc.

At Werneth, each student has access to a careers advisor within school to create a post 16 action plan. Help can be provided with making applications.

What is Werneth's approach to teaching students with SEND?

Teachers are responsible and accountable for the progress and development of all the students in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual students.

We also provide the following targeted interventions where identified:

- Toe by Toe literacy programme
- Lexonik literacy programme
- Speech and Language therapy small group sessions
- Small reading groups

How does Werneth make adaptations to the curriculum and learning environment?

At Werneth, we make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual stimuli, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

What training have Werneth staff had to support our students with SEND?

Our SENDCO, Mrs Burke, has worked with special educational needs students for 17 years, and has 10 years' experience in the SENDCO role. She has the Nationally recognised NASENCO award.

Our Assistant SENDCO, Miss Darlington, is also a qualified SENDCO.

We have a team of 10 teaching assistants, including four Higher-Level Teaching Assistants (HLTA) who can deliver SEND provision.

At Werneth we also have a number of other specialist staff that work closely with our SEND students, and the SEND department, delivering a range of interventions such as anger management, coping strategies, reducing anxiety workshops etc.

How do we evaluate the effectiveness of our SEND provision at Werneth?

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

- Reviewing students' individual progress towards their goals each term
- Regularly reviewing the impact of interventions delivered
- Conducting student voice
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

How do we enable students with SEND to engage in activities available to those in the school who do not have SEND?

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 any of our residential trip(s).

All students are encouraged to take part in sports day/school productions/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Werneth School is a wheelchair friendly school.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

For further information, you can find the school's accessibility plan on our policies section on the Werneth website.

What support do Werneth offer for improving emotional and social development?

At Werneth, we provide support for students to improve their emotional and social development in the following ways:

- We can make referrals to CAMHS (Children's and Adolescent Mental Health Service)
- Referrals to our HART (SEMH) facility within school. We personalise the support in HART to tailor it to the individual needs of the student.
- students with SEND are also encouraged to join extra-curricular clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

What do I do if I have a complaint about SEND provision at Werneth?

Complaints about SEND provision in our school should be made to the SENDCO, Mrs Burke, in the first instance. They will then be referred to the school's complaints policy if the matter cannot be resolved.

What external services do Werneth work with?

Werneth works in partnership with a number of outside agencies such as the ASD team, Sensory Support Service, Beacon counselling, Social Services, Children's and Adolescent Mental Health Service (CAMHs), Learning Support Service, Speech and Language therapy team (SALT), Occupational therapists (OT), Young Carers, Educational Psychologists, and the Ethnic Diversity Service for students where English is an additional language (EAL).

Who can I contact for further information?

Mrs Burke – SENDCO

sara.burke@wernethschool.com

Miss Darlington – Assistant SENDCO

olivia.darlington@wernethschool.com

Miss Fowler – Deputy head teacher

anna.fowler@wernethschool.com

Miss Dee – Assistant Head teacher for Inclusion and Safeguarding Lead

joanne.dee@wernethschool.com

The local authority local offer

Parents/careers can find information about issues and queries regarding SEND in the Stockport area by clicking on the following link regarding our local authority's local offer:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=827B0D475DF04C088ED92F53B56CDB06?localofferchannel=0>

Additional information about SEND in Stockport can be found using the following links:

SEND e-learning:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=UULtzG71LLY>

Co-production charter:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=nudlaU2nLlw>

Entitlement Framework:

https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb_eXkRM

Stockport I-Outcomes:

https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=refl_wFOjT0

Monitoring arrangements

This policy and information report will be reviewed by Sara Burke annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.