

WOODHEY HIGH SCHOOL

Special Educational Needs and Disability Information Report

September 2022

All schools and academies in Bury are expected to identify and support students with special educational needs to make the best possible progress.. Schools are supported to be as inclusive as possible and wherever possible, the needs of students with a Special Educational Need are met in a mainstream setting, where families want this to happen.

Bury's Graduated Approach provides guidance on expectations of what should be available within school's resources.

1. Who are the Key Staff for Special Educational Needs at Woodhey High School?

The Special Educational Needs Provision at Woodhey High School is referred to as the Curriculum Support Department.

The department is temporarily led by the school Assistant Special Educational Needs Coordinator (SENDCo), Mrs Elizabeth Foster. We are also commissioning further support from Trust SEND Professional Advocate Mrs Gill Ashton (She holds the National Award for SEN Coordination.)

The department also consists of a lead teacher for ASC, a link HLTA assigned to each year group and a team of experienced teaching assistants at both level 2 and 3.

Contact details for the Curriculum Support department are as follows:

General enquiries SENDCo@woodhey.bury.sch.uk

Or via the main school switchboard on 01706 825215

Your query will be answered by the most appropriate person – this may not always be the SENDCo.

2. What kinds of special educational needs does the school provide for?

Woodhey High School promotes the ethos of inclusion for all. Our school currently meets the needs of students with additional and complex needs such as:

- Moderate and Specific Learning Difficulties
- Autistic Spectrum Conditions and associated learning difficulties
- Emotional, Social and Mental Health concerns (Formally BESD)
- Speech Language and Communication Needs
- Visual or Hearing Impairments
- Physical Disabilities and specific Medical Conditions
- English as an Additional Language

Woodhey High School also has an Enhanced Provision, supporting up to 15 young people with an Education, Health and Care plan for Autistic Spectrum Conditions to access a mainstream education with an increased level of support.

We constantly strive to improve and adapt our provisions to ensure that students' needs are met.

3. How does Woodhey High School know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

There are a variety of routes into assessment of SEND and these differ from each individual need. We work very closely with our teaching staff to identify any areas of need and utilise internal and external methods of assessment.

These can be in the form of:

- Reading, spelling and comprehension tests
- Teacher assessments
- Dyslexia and Dyscalculia screening
- Specialist SEND teacher assessments
- Educational Psychology assessments
- Analysis of holistic information including attendance and behaviour information

In conjunction with the SEND Code of Practice, we will assess students in the areas of:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Mental and Emotional Health 4) Sensory and or Physical Needs

If you have any concerns contact the SENDCo, a member of the Curriculum Support team or your child's Head of Year who will then be able to make a referral to the Curriculum Support team.

4. How will both you and I know how my child/young person is doing?

Progress reports and Behaviour for Learning reports are available to parents in line with the whole school data reporting calendar, a full academic report annually and at Parents' Evenings. During Covid, traditional Parents' Evenings may be replaced by an alternative, Covid safe option, such as telephone calls with a selection of your child's curriculum teachers.

Plans are in place to offer SEND Parent Forums and coffee mornings, once Covid restrictions are eased which will offer an opportunity to discuss specific areas of SEND in more detail and ask questions within an informal environment.

In the event that your son or daughter requires additional support, you will be contacted by the Curriculum Support team to discuss the nature of this support. This could then mean that they will be added to the Special Educational Needs Register. These students may then have a Student Page Profile written, taking into account the views of the young person and also parents and carers before finalising and sharing this with their teachers.

Curriculum Support staff also encourage close liaison with parents and are often the best first point of contact to discuss your child and their needs.

5. How will the curriculum be matched to my child/young person's needs?

Woodhey High School offers a varied curriculum that can be adapted to meet the needs of your child. This can be in the form of:

- Withdrawal from some sessions for additional literacy and numeracy interventions
- Exam access arrangements are assessed from year 7 and continue through to GCSE and then information shared with post 16 providers if there is still a need for support
- STAR reading tests for students in Year 7 and 8 with information sharing to ensure the accessibility of the curriculum for all
- Spelling tests for students in Year 7 and 8 with information sharing to ensure effective support and understanding.
- Differentiated work provided by teaching staff
- Bespoke mentoring provided to support students in accessing the full curriculum
- A range of options available to students at KS4; traditional GCSE's and the more Vocational courses, including ASDAN qualifications which provide students with the opportunity to learn new skills and develop confidence, making learning accessible, useful and interesting.
- Foundation Learning Classes are offered instead of a traditional optional GCSE course in order to support additional literacy and numeracy work

6. How will Woodhey High School staff support my child/young person?

When a young person is added to the Special Educational Needs Register a Student Passport may be created that is then shared with all staff. In some instances, a passport may be created for students who have been discussed with and consequently supported by the Curriculum Support team even though they do not require adding to the SEN Register.

The SEN Register is reviewed and updated regularly with any additions to the register or change in need. The Passport is also reviewed on a regular basis.

Woodhey High School's focus is on delivering **quality first teaching** to all students, enabling all learners to achieve in the classroom through differentiation, guidance and support.

- Resources are adapted to take into account visual impairments, specific learning and individual reading ages.
- Seating plans are organised carefully to account for individual needs (e.g. hearing impairments, confidence levels)
- Specific strategies are shared by the SENDCo to assist with the teaching and learning of students with a range of SEND needs including ASD, ADHD and specific learning difficulties

- In addition to this, TA support can be provided in lessons where students require additional support.

Additional provision is provided before and after school, although this is restricted due to Covid-19 restrictions, as well as timetabled intervention time to develop core literacy and numeracy skills, memory, ICT support, exam access and emotional and behavioural needs.

The Curriculum Support Team will, where necessary liaise and work closely with external providers, including Educational Psychology services, Early Break, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Visual and Hearing Impairment services, Healthy Young Minds and Outreach services.

Exam access arrangements are put in place from year 7 and are continued until year 11(based on formal external testing). This includes the use of a scribe, reader, extra time and a prompt.

Teachers and support staff are provided with regular CPD, email and bulletin updates about students with SEND, and are provided with agreed strategies to best support their learning.

There is a meeting between the SENCO and the link HLTAs on a weekly basis so that information can be shared with other relevant members of the team.

7. How is the decision made about what type and how much support my child/young person will receive?

Any student with an Education Health Care Plan (previously a statement) will have bespoke support that best meets their needs which is set by Woodhey High School and the Local Authority and reviewed annually. The type of support varies with each individual. Students that are identified as SEND Support will receive a graduated approach to their support. This is reviewed at least termly depending on their needs and progress.

Provision reviews are carried out in the first instance by the student and their linked Teaching Assistant who look at progress, targets, impact of interventions and Passport details termly. This is then reviewed by the SENDCo who co-ordinates the provisions accordingly.

8. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Students with SEND are encouraged to attend additional breakfast, break and lunch clubs and after school catch up sessions and enrichment clubs, although these are currently restricted as a result of Covid 19 restrictions. Support is also available from the Curriculum Support Centre at break and lunchtimes.

All trips and activities will have a risk assessment carried out and support will be allocated to ensure that they receive a rich and varied curriculum both in and out of the classroom.

9. What support will there be for my child/young person's overall wellbeing?

Woodhey High School provides designated safe parking areas and for those students who require any individual handover arrangements, we ensure that a member of the Curriculum Support team meets and greets the student before school and can escort them to their transport after school, depending on the students' needs. The school gates are locked throughout the day to ensure the safety of all students.

During unstructured times the Curriculum Support department provide support before and afterschool, at break and at lunch.

The well-being of all students is a priority of all staff.

The Pastoral team monitor and prioritise any concerns that are reported and act quickly and efficiently to deal with any concerns regarding student wellbeing, with the Curriculum Support Team supporting with SEND students.

Staff duty teams also operate in key areas of the school and grounds and members of the Curriculum Support Team operate additional duties to support key SEND students.

There is a medical register used for school trips and all lessons including PE. Risk assessments are undertaken for faculties, selected priority students and for all school trips. The School Business Manager has the oversight of all risk assessments. All relevant policies are available upon request.

Medication issued to a child must be in the original container from the doctors with the child's name and prescribed dosage on it. All medicines are locked away. When given to the child, the person administering the medicine fills in the relevant form stating the child's name, form, type, dosage, time and adds their signature. Medication held in school is checked termly to ensure it is still in date, however this is parents responsibility. Medication is stored and administered through student services.

Individual Health Care Plans, where necessary, are drawn up by the Pastoral Team, SENDCo, Higher Level Teaching Assistant with responsibility for SEND medical needs and School Nurse, liaising with the doctor/ consultant and parent. A copy of the Individual Health Care Plan is kept in school, on SIMS for staff reference and all relevant information circulated to staff. The Assistant Headteacher for Inclusion who works closely with the SENCO has oversight of medical and SEMH needs at the school.

In a medical emergency, a first aider would be called to attend the casualty in the first instance. This would be quickly followed by contacting the emergency services.

Parents/carers would be contacted and the first aider would remain with the casualty until medical aid arrives.

Asthma and Anaphylaxis training are offered to staff on an annual basis through the school nurse service. Defibrillator training is carried out by an external provider to key staff. A number of staff are trained first aiders, with the training updated every 3 years.

Any other training is provided when required to suit the needs of individual students.

10. What specialist services and expertise are available at / or accessed by the school?

Students can access health and therapy services on the school premises provided by both Academy staff and outside agencies including: Healthy Young Minds (CAMHS), Mentoring, Early Break, 42nd Street, Winston's Wish, School Nurse, Educational Psychologist and Speech and Language therapists, Visual and Hearing Impairment services. All of these services are run in conjunction with the Curriculum Support and Pastoral Teams to ensure the promotion of emotional wellbeing and supporting students with their needs.

11. What training have the staff supporting children/young people with SEND had?

Regular staff INSET around different areas of SEND is provided by the SENDCo and teaching assistants. Specific staff training in areas such as ASD is provided by external specialists when required.

The Curriculum Support Team receive CPD on all areas of SEND from internal and external providers on a regular basis

The Curriculum Support team have specialist qualifications such as:

- Safeguarding Children Levels 1-3
- NVQ Level 1-3 in Supporting Teaching and Learning
- Higher Level Teaching Assistant Qualification
- Level 2 Certificate in Understanding Autism
- Level 2 Certificate in Awareness of Mental Health Problems
- Level 2 Certificate in Safeguarding and Prevent
- Level 2 Certificate in Equality and Diversity
- PGDip in Inclusive Education
- MEd in Inclusive Education
- Certificate in Psychometric testing, assessment and access arrangements
- University Certificate in Autism
- Diploma in Counselling Children and Adults
- Post Graduate qualification in Person Centred Counselling
- Post Graduate qualification in Careers, Education and Guidance
- PGDE in Teaching Learners with Additional Needs
- Childline Counselling Training
- ELKLAN (11-16)

And additional training in areas such as:

- Education and the Law – Equality Act 2010
- Mental Health
- Solution Focused Brief Therapy
- Visual Stress

- Nurturing Approaches
- Attachment
- The Boxhall Profile
- Team Teach
- Sensory diet
- Retrieval Practice
- Dyslexia Awareness
- Dyscalculia Awareness
- Low arousal approaches
- ADHD awareness
- Phonics
- LGBTQ+ training through PRIDE
- Supporting Challenging behaviour
- Lego therapy
- Supporting Access Arrangements
- Exam Invigilation
- First Aid (and supporting a range of medical conditions)
- Evac-chair use
- Moving and Handling
- Administering medication
- Coaching and mentoring school staff
- Speech, language and communication
- Outdoor learning (with Forest Schools)
- Global Policing – instructor for Project Chameleon
- Oral Language Modification for exams and assessments
- Drawing and Talking therapy

12. How accessible is the school environment?

Woodhey High School is a fully accessible site and has disabled parking and full wheelchair access. There is a dedicated Curriculum Support area, incorporating the Enhanced Provision for ASD. The department offers a supportive, nurturing and inclusive environment that is used as a hub for planning and meeting the needs of groups and individual students.

13. How are parents and young people themselves involved in the school?

At Woodhey High School we are keen to ensure that parental partnerships are strong. We do this by:

- The home/school agreement signed by all parents/carers, students and key staff
- Students are able to apply to become student ambassadors
- Parents can attend annual parent's evenings and Curriculum Support events
- Parent governors are elected to work on the governing body when vacancies arise
- Our SEND link governor is involved in meetings with the SENDCo and information is presented to the governing body on a regular basis

14. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

These needs are met by securing additional support and provisions from external agencies. The wide range of services that we refer to are:

- The Safeguarding Team at Bury Safeguarding Children's Services and Multi Agency Referral Team
- The Early Help Team
- The Parent Advisory Service
- Healthy Young Minds
- The School Nurse
- Early Break
- Education Welfare Officer
- Educational Psychology

15. Who can I contact for further information?

Bury SEN Team— 0161 253 5969

16. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At the end of Key stage 2, students are introduced to Woodhey through visits to their primary and also through arranged visits to meet the Curriculum Support Team, where appropriate. The SENDCo or member of the Curriculum Support team will meet with the primary school staff to gather information about the students and a transition package will be planned for the students with SEND concerns, including:

- Year 6 induction evening
- Year 6 induction day—where the Curriculum Support Team will observe the young person engaging in activities to ensure the right support is in place when they join the school in September
- Summer School, where appropriate
- SEND/Vulnerable Transition programme
- When the students are put into forms their SEND needs are considered
- Additional visits to Woodhey are arranged and photographs or transition books are created

We recognise the importance of transition at the end of Key Stage 4. The SENDCo will coordinate the Annual Review meeting for any students with an EHCP to target the students' next stages of life and will invite the relevant Post 16 providers to Year 10 and 11 Annual Review meetings in order that information is shared in a timely manner in order to ensure a smooth and positive transition to the right provision.

Students that may transfer to Woodhey High School during Key Stage 3 and 4 and who may require additional support, can expect a full and varied provision that is tailored to the student's specific needs. Initially Parent's will be contacted by key staff to discuss the areas

in which they may feel their son or daughter may need additional support. Where possible previous schools will be contacted to gain relevant information and a copy of their EHC Plan and previous review paperwork, if applicable.

To ensure a smooth integration and that their specific needs are met, Woodhey High School may select from the following support:-

- Baseline Assessments to test Reading, Writing, Spelling and Cognitive ability.
- A student passport document will be created and made available for staff within a half term of the student joining the school.
- A linked HLTA will closely liaise with the student to ensure that their transition is a positive experience and that they are aware of Academy expectations.
- A member of the Curriculum Support Team will be allocated as Key Worker for the young person as an additional point of contact for both the young person and their parents.
- Initially students may be encouraged to attend Curriculum Support to promote their socialising and encourage friendship groups.
- A differentiated timetable is available targeting specific areas of needs, including 'Outcomes' sessions for those with an EHCP Plan.

17. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN via the Bury Local Offer website

<https://theburydirectory.co.uk/send-local-offer>