



THE SEND DEPARTMENT

WILLIAM EDWARDS  
SCHOOL

**Who are we, and what  
do we do?**

We are a diverse team of individuals who support pupils who have additional challenges, for a wide range of reasons, in the school environment.

Our key role is to :

- Identify any pupil who has a special educational need
- Get to know the pupil, form a relationship, and include parents in the relationship
- Identify how that pupil can best be supported across the curriculum, and socially, in the school environment
- Provide targeted intervention within lessons, in small groups, in one to one situations, and in one off workshops
- Manage the flow of information about pupil progress and needs between teachers and the SEND team, making sure everyone has the most up to date information and is acting upon it
- Carry out statutory and in house procedures for EHCP pupils, including annual reviews and support plans
- Maintain the SEND Hub and Edukey Support Plans platforms for teaching staff to be able to access up to date pupil information and support materials
- Ensure that access arrangements for GCSE are in place and that they run smoothly

Normally we have a coffee morning to start the process. Then we offer you a private appointment when you can tell us about your child, and then we run staged transition for SEN children prior to the week transition in July. However, due to the Covid-19 situation we can't do that this year, but we want to reassure you that we will still make getting to know you and your children a priority ...

We are liaising with the primaries to give us transition information about your child's strengths and needs. And we are contacting parents direct to discuss your child's individual situations as we process the admissions information forms.

In addition, we will ...

- Ensure that we meet you and your child face to face as soon as that is possible
- Adapt transition / starting Year 7 so that all SEN pupils are given all the additional support they need according to their own personal circumstances, not just in terms of learning but also according to the experience they have had during school closure
- Ensure that we contact you very regularly (even more so than usual) over the first half term of your child transferring to WES so that we can identify any issues very quickly, and address them immediately
- Maintain an 'open door' throughout the summer holiday as well as our normal term time service so that you can contact us by email at any time to inform us of difficulties, ask us questions, and seek our reassurance

## HOW WILL YOU GET TO KNOW US?



Name	Amanda Wood (AWO)
Role	Deputy Head and SENCo
Classroom	DH Office (S Block)

Hello!

I am the Deputy Head at WES, and my role focuses largely on ensuring that vulnerable pupils are supported and catered for. In my SENCo role I am privileged to work with a fabulous team of people, all of whom will be introduced to you below. They work tirelessly to make sure that every young person at WES with special educational needs has a personalised support programme in place, that is regularly reviewed and updated, and that gives the youngster equality of opportunity and appropriate support.

My role is to carry out the statutory meetings and paperwork for EHCP pupils, to ensure that the SEND Code of Practice 2015 is implemented appropriately at WES, and to ensure that all SEN pupils have appropriate support plans and provision in place. It is also my job to make sure our staff receive appropriate training, and information about the pupils they support, and keep the Headteacher and Trust up to date about our work. It is important that I keep up to date with national strategy regarding SEN, and so I am a member of NASEN, the National Association for Special Educational Needs.

On a lighter note, I have been known to perform the sentence dance when pupils produce excellent work, and my favourite book is 'Wuthering Heights' by Emily Bronte.



Name	Lesley Ablitt (LAB)
Role	SEND Admin Manager
Classroom	SEND Office – O Block

Hello!

I am the SEND Admin Manager, so you might hear from me if you receive a call or email from us. I oversee the day to day deployment of our team of Teaching Assistants, and manage the flow of information between them, teachers and our SENCo. I also liaise with the Local Authority SEN Department, so all paperwork for EHCPs and requests for EP involvement go through me.

I get to know pupils quickly because they often need things from my office! I try to make sure that every day runs smoothly for everyone, so if there has been a support change, or a pupil needs an Alphasmart or an overlay or new batteries for their hearing aid, I'm the one who makes sure the right information or thing gets to the right person.

I also liaise with external visitors from places such as the Hearing Support Service, Occupational Therapy Service, Treetops outreach and other support services so that everyone knows

Finally, I maintain the SEND Provision Information – this includes all pupils' SEN Support Plans, the SEND Hub which provides all of our teaching staff with additional SEND information to support their planning for our pupils, and support timetables.

My favourite book is .... The Curious Incident of the Dog in the Night Time.



Name Claire Smith-Allen (CSM)  
Role Inclusion Manager  
Classroom S14 (Stifford Block Number 14) : 'The Base'

Hello!

I work within the SEN Department, leading on specific aspects of pupil support, and running 'The Base'. I make sure pupils with dyslexia get the resources they need based on visual stress assessments I carry out, and I keep a close eye on those pupils' progress and needs, making regular contact with their teachers through their support plans. I also teach an adapted English curriculum to some lower school intervention classes, and I deliver the ASDAN programme to targeted groups in Years 10 and 11. I work with young people in The Base to support personalised learning opportunities, listening to their views and needs and feeding this back to their teachers in the wider curriculum. I also deliver the Catch Up Literacy programme, and speech and language interventions.

My Inclusion leader position is a relatively new post that the school has introduced. The position is helping to offer pupils many more personalised learning opportunities. Interventions are carefully planned to suit the young person, and an emphasis on social skills development and emotional wellbeing is also a priority.

I love making wall displays and costumes for World Book Day, and my favourite book is 'The Adventures of Pippi Longstocking'.



Name Anna Proctor (APR)  
Role Inclusion Manager  
Department SEND  
Classroom S20 (Stifford Block Number 20)

Hello!

I work within the SEN Department, teaching GCSE English / English Literature, and running S20. I also teach an adapted English curriculum to some targeted lower school groups, and I deliver the Catch Up Literacy programme. I am also teaching some lower school humanities to targeted pupils, and I liaise closely with these pupils' other teachers to help them support their learning and use their support plans effectively. Sometimes I work one to one with pupils to help them learn specific skills, and I can also be found in The Base sometimes, liaising with staff in there about personalised learning opportunities for our pupils.

I have lots of experience working with the English Department on developing resources for students with SEND needs, and I support our older students in completing CVs and personal statements as well.

I run a Lego Club with Miss Smith-Allen, and my favourite book is 'The BFG'.



Name	Ria Briggs (RBR)
Role	Maths Inclusion Support
Department	SEND
Classroom	S14 / S20 (Stifford Block Numbers 14 & 20)

Hello!

I teach Maths to small intervention groups, and sometimes individual pupils. Maths can be tricky, and not everyone learns it in the same way. By teaching in small groups, and across S20 and S14, I am able to use lots of practical and active ways of teaching topics that learners might have found difficult to understand or remember. I have lots of practical games and resources that I use to teach – and can often be seen encouraging pupils to run, jump, throw things or race things to help them learn.

Sometimes I go in to bigger classes to support targeted pupils with maths, and I make lots of my own resources so that they are specific to the needs and interests of the pupils I work with.

I like to use every day objects and make them into useful teaching resources, and my favourite book is Matilda by Roald Dahl.





- ▶ Name Sarah Ellis (SEL)
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- ▶ Role Teaching Assistant in the Base
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- ▶ Department SEND
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- ▶ Classroom S14 (Stifford Block Number 14)

▶ Hello!

▶ I am the newest member of the department; I joined in September 2019 and I have been busy since then working with the rest of the team. I work in small group and one to one situations with targeted pupils, and I focus largely on Literacy and handwriting skills. Sometimes I also go out into lessons to support pupils, and I am a point of contact for teachers in those lessons with the SEN Department and the pupils' support plans.

▶ I work with a number of young people on developing social skills, personal safety and decision making skills. I have a background in sports coaching and young people, so I promote healthy living and often use active learning routines to support pupil progress in school.

▶ I like all sport, and my favourite book is ... All the Harry Potter books!

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This is Mrs Linda Kirton. She is our Wellbeing Mentor. She works one to one with young people who may be struggling with personal organisation, understanding the impact of diagnoses on their day to day learning and living, and becoming independent. Every young person she works with continues to pop to see her after their sessions are finished – she has a positive effect on everyone she works with!

And her favourite book is 'The Kite Runner' by Khaled Hosseini.



Speaks French and has a business background



Oversees all of the access arrangements at GCSE

Teaches Construction & provides after school catch up



ASD / ADHD & Dyslexia support



SEMH & literacy expertise



Carries out withdrawal work



School Counsellor



Targeted Intervention & Counselling

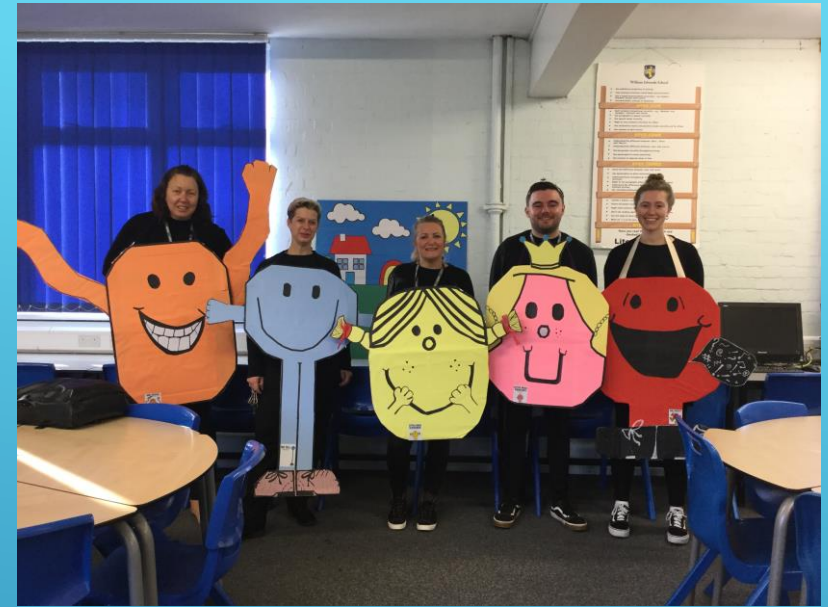


A Humanities specialist



EAL and ASD expertise

Our Teaching Assistants are highly trained and very experienced. They support pupils in lessons, and sometimes on a withdrawal basis for specific, time limited interventions. They build strong relationships with our most vulnerable youngsters, support their learning, and also support the development of their social skills and personal wellbeing.



AND WE CAN BE FUN TOO .....