

William Edwards School

SEN Information Report

September 2023



Welcome!

This report is intended to give you clear information about special educational needs support at William Edwards School.

If anything is not clear, or you need to ask further questions, please contact us at the school and request a telephone or face to face meeting.

wooda@wes.swecet.org

Amanda Wood - Deputy Head & SENCo

ablittl@wes.swecet.org

Lesley Ablitt - Learning Support Manager



Who do we provide SEND support for?

We provide support for any young person requiring provision that is additional to or different from that made generally for other pupils.

The provision is aimed at pupils who have greater difficulty in learning than the majority of other pupils of the same age, or who have a disability that hinders them from making use of resources generally used by other pupils.

When we assess a pupil their needs fall into one or more of the 4 categories identified in The Code of Practice 2015:

- Communication and Interaction
- Cognition & learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs



How do we know if a child has special educational needs?

- We listen to each child's primary school teacher / SENCo before they attend induction week at WES;
- We look carefully at the SATs outcomes in July;
- We carry out some baseline English and Maths testing during induction week, and also CATs tests, which give us different kind of information about children's abilities without them needing to write down the answers;
- We listen to any external professionals who may be involved - for example: medical professionals, speech therapists, support workers
- We monitor pupils' progress closely. If we think we need to give the pupil extra support we will, then we'll monitor whether that works and increase/change the intervention if it doesn't.
- We listen to parents and pupils - you can give us the best information about what is and isn't working!



How do we involve parents/carers in their child's education?

In September parents/carers will receive a letter by email giving all the up to date information about special educational needs at WES.

In the letter parents/carers will be given a link to a short survey which helps us to keep improving our service.

In September parents/carers will receive a phone call regarding their child's needs, and then their child's Term 1 Support Plan will be sent out to them.

We review the plans termly.

We involve you by :

- Speaking to you at parents' evenings and options evening
- Carrying out review meetings by phone or face to face
- Encouraging you to speak to your child's tutor about any day to day issues
- Providing you with data reports termly
- Providing you with an SEND Information area on the website
- Having an 'open door' policy - if you need to see us, just ask!



How do we involve pupils in their own education?

- Pupils are always invited to reviews with parents / carers
- Pupils complete learning checklists so that they can tell us what helps most and what they most need
- Pupils have tracking meetings with their tutors about their progress
- SEND staff build relationship with pupils so that they are confident to express their needs and views to staff as part of their every day contact with them
- TAs ensure that teachers and pupils are able to reflect on the support given by completing feedback stickers in pupils' books



How do we assess and review pupil progress towards outcomes?

- Pupils have data tracking meetings with their tutors termly - they discuss areas in which they are making progress and also what support they might need in areas they might be finding more difficult
- SEND staff review the data and gather staff feedback termly to assess progress
- Additional adults in classrooms (TAs) keep learning logs which enable us to track small steps of progress
- TAs complete stickers in books to remind pupils and inform teachers how the support in a lesson impacted on the learning at that moment in time
- Pupils are involved in the termly reviews we carry out with them and parents/carers to review progress based on the assessment process we have carried out
- Pupils should attend Parents' evening meetings with parents/carers as this is another opportunity to review progress



How do we help pupils make those big leaps between stages in their education?

The move from primary school secondary is big for pupils and parents/carers! We try to make this easier by giving opportunities for pupils to come into school prior to transferring, and for parents/carers to ask as many questions as they need:

- Open Evening in September - parents/carers and children can view the school and ask questions before making their secondary school applications in October
- Induction evening in June for Year 6 pupils and parents/carers - meet your tutor, ask questions, prepare for induction week
- Additional pupil visits in June / July for pupils with special educational needs to help them familiarise with the school / staff
- Induction week in July - pupils attend lessons all week, learning how the school operates and understanding expectations and opportunities for Year 7

Other major changes to pupils' journey through secondary school and into adulthood are from the end of Year 9 into Year 10 (when GCSE/BTEC courses begin) and at the end of Year 11 when our pupils all move on to post 16 education providers.

We take pupils' choices in Year 9 seriously, and help them make the choices that are right for them by doing lots of preparation work, also including parents/carers.

By the time they leave in Year 11 they will have had lots of careers education and support in making applications to colleges / apprenticeships / Sixth forms - we do a 'handover' for all pupils with special educational needs that makes sure everyone is clear about the pupil's needs as they move on from us.

Personalised support such as travel training prior to post 16 education is also something we provide where appropriate.



What approach do we take to teaching pupils with special educational needs?

The most important thing for pupils with special educational needs is that they receive **QUALITY FIRST TEACHING**. This means that they always receive teaching of the highest quality at all times. Our staff using **adaptive teaching** strategies ensures that all pupils' needs are met.

Intervention for specific learning difficulties, and support in developing independent learning behaviours, is then provided as additional provision. Ultimately we are preparing our pupils for adulthood, so our support focuses on academic and social behaviours and outcomes.

It is important to us that our curriculum meets the needs of all learners, and that pupils have equal opportunity to access subjects and activities, regardless of attainment levels. However, we also recognise that sometimes we need some additional opportunities for those who might require additional or different provision - to meet these needs we offer, where appropriate :

- Forest School
- Learning through Sport
- ASDAN Personal Development qualification & OCR Entry level qualifications
- Intervention classes in KS3 to reduce class size and adapt the curriculum as necessary
- Personalised provision such as speech & language therapy
- Additional support - eg. Literacy & Numeracy Catch Up programmes, Bedrock Vocabulary



How do we make appropriate adaptations to learning for pupils with special educational needs?

Whilst it is important to give all pupils equal access to opportunities in school, we do offer additional support for those who might need it :

- Guided choices for options in Year 9
- Additional careers interviews and support with making applications (with parents/carers where appropriate)
- Additional adult support in some lessons
- Targeted resources and adaptive teaching resources
- Resources that support reasonable adjustments (eg. reader pens, coloured paper)
- Access arrangements for public exams (they have to be formally assessed and applied for through JCQ)
- Homework support
- Behaviour, social skills and emotion coaching support
- Mentoring and personalised interventions



How are staff trained to be able to offer appropriate support for pupils with special educational needs?

Just like the pupils, we never stop learning!

Each year we plan a term by term training programme for teaching and support staff. At intervals we also 'stop and check' whether any new circumstances mean that we need additional training. Where this is the case we put that training in place quickly to meet the need.

Current expertise:

- SENCo holds the SENCo Award and a Masters in Education with a focus on literacy development;
- NASEN subscription and online training within the department;
- Well qualified staff trained in areas of need - ASD, ADHD, SEMH, Speech & Language, Tourette's, Foetal Alcohol Syndrome, Dyslexia, the Code of Practice, Safeguarding of SEND pupils, Supporting pupils with adverse childhood experiences, Anxiety Gremlin



How do we know if what we are providing is working?

We evaluate our work at all levels.

Individual pupil reviews are focused on the pupil and their immediate needs.

Cohort reviews focus on how successful we are being across groups of pupils - this enables us to adapt and develop interventions and support to meet changing needs.

Whole school data analysis, including data regarding attendance, exclusions and suspensions, and behaviour help us to identify any barriers to pupil progress and adapt our provision accordingly.

We report to the Trust and LSAB termly.

They challenge us through our named trustee, Mrs V Northall, who makes half termly visits to review our work and the outcomes for pupils.



How do we make sure our school is inclusive? How do we make sure that everyone has the same opportunity to take part in activities in school?

William Edwards has a strong belief in inclusive practice.

Pupils with special educational needs are well represented in all areas of pupil engagement :

- Pupil voice and leadership (including Student Executive and House leadership positions)
- Drama and the arts / cultural activities
- Sport and sports leadership
- Trips and visits
- Clubs and extra activities

This is because our expectation is that all pupils are able, and entitled to, participate in all aspects of school life.

Reasonable adjustments can be made where necessary.



How do we help pupils manage their emotional and social development, and what do we do to prevent bullying?

Pupils are well supported in their personal development by:

- A strong pastoral team : two Pastoral Managers, a Family Support Worker and a Youth Worker
- House teams : 2 Assistant Heads, 5 house leaders and a team of tutors
- A Behaviour Support team who run both 'Return to Learn' and 'The Hub'
- The Base, led by SEND Progress Leader Mrs Smith-Allen, with a focus on supported learning
- Targeted support for individual pupils from external agencies, either through a CAF (early help) or external partners such as St Giles Trust, Affinity, WizeUp

Anti-bullying practice is important at WES - our pupils have a strong voice about bullying. Our policy underpins extensive work done by the House/Pastoral and pupil team, and pupils can use the TooToot app to report any bullying anonymously.



How do we work with outside agencies to support pupils with special educational needs and their families?

To offer additional support to our pupils we access additional support, as appropriate, from:

- Early help services (PASS) - via a CAF
- Virtual School for pupils who are looked after
- NELFT - we make referrals in to health where appropriate, including CAMHS and Occupational Therapy
- We engage the Educational Psychologist when appropriate to support us in identifying pupil needs
- MABLE speech and language service
- We make referrals to the Affinity Project, the Goodman Project, Firebreak and WizeUp where thresholds are met
- St Giles Trust - we have a mentor on site 2 days a week
- We access support from the Visual & Hearing Impairment service
- We might request outreach from Treetops Special School or the Olive Academy



What should a parent/carer do who would like to make a complaint?

If there is something that is concerning you regarding special needs provision then in the first instance please raise this with SENCo as quickly as you can.

Having a conversation about it should enable it to be solved straight away.

However, if following this a parent/carer wishes to make a complaint, then it should be addressed confidentially to the Headteacher via the school office, as per the school complaints policy which is on the school website.



Where can you find the school's SEND Policy and the Local Authority 'Local Offer'?

Our SEND Policy is on the school website in 2 places :

- Click the 'Information' tab, then scroll down to 'Policies' - click on 'Policies' and you will see a list of policies - click the link to 'SEND Policy'
- Click the 'Information' tab, then scroll down to 'SEND Information report' - click on this and the link to 'SEND Policy' is at the bottom of the text

The Local Authority 'Local Offer' information about SEND provision in the borough is available at www.askthurrock.org.uk

