

## **The Wensleydale School & Sixth Form SEND Information Report for 2022-23**

### **Introduction**

Welcome to our SEND information overview which is part of the North Yorkshire Local Offer for learners with Special Educational Needs (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for students with SEND. The information published must be updated annually.

At The Wensleydale School & Sixth Form we are committed to working together with all members of our school community. This local offer has been produced with students, Parents/Carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SENDCo: Miss A Wallis

Name of SLT Inclusion Lead: Mr R Lundie

Name of Headteacher: Mrs J Polley

We are supported by a specific link governor:

Name of SEND Governor: Ms J Cooper

You can access the NYCC local offer by following the link below:  
<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

If you think your child may have SEND please speak to Miss A Wallis our SENDCo on 01969 622244 or [sendco@wensleydaleschool.net](mailto:sendco@wensleydaleschool.net)

### **The kinds of special educational needs and disabilities that are provided for at our school:**

Our SEND profile for 2022-23 shows that we have 105 children identified as receiving SEND support, and 23 of those have an Education Health and Care Plan.

41 children are identified as having SEND linked to cognition and learning

33 are linked to communication and interaction (including ASD)

11 are linked to physical and sensory needs

19 students are linked to social, mental and emotional health needs.

The numbers above may vary as some of our students are linked to more than one broad area of need

## **Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo (mainstream schools)**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons: they may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all and/or they may be worried about different things that distract them from learning. At The Wensleydale School & Sixth Form we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At The Wensleydale School & Sixth Form we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their teacher. The HLTA (higher level teaching assistant), under the guidance of the school SENDCo will also support with the identification of barriers to learning. We have a range of assessment and intervention tools available including: Access Reading /spelling/maths tests, Accelerated Reader, Toe By Toe, Lexia, IDL, Read Write, ALK, 1st Class at Number 2, Success at Arithmetic, colour overlays and handwriting assessments.

For some learners we may want to seek advice from specialist teams. Our school has access to the Inclusive Education Service who act as a single point access and advise on the appropriate support following a referral. Referrals to this service are only made with the consent of parents/carers. We also have a C and I hub as an 8 place base for EHCP students with C&I. Mrs J Vogel is Hub teacher, with Mrs H Sunter as HLTA in support

In addition to the SLT Inclusion Lead (Mr R Lundie and SENDCo (Miss A Wallis) we also employ 1 HLTA- Mrs S Housley and 10 SEND General Teaching Assistants (Ms S Adams, Ms N Bell , Mrs V Brice, Ms V Byrne, Mrs E Ellis, Mrs G fee, Ms T Grundy Mrs L Henegahn, Mrs C McDougall and Dr V Lien ) who

deliver specific support and interventions in our school SEND provision map, under the coordination of the SENDCo. They are linked to Faculty areas to improve targeted support.

### **Arrangements for consulting young people with SEND and their Parents/Carers**

The Wensleydale School & Sixth Form recognises that the knowledge and understanding parents/carers have of their child's needs is essential in supporting the school in making the best provision for them. The school values and takes account of the views of parents/carers and the child's hopes, personal goals and interests. We value the support and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for their child. Parents/Carers of students on the SEND register are invited to reviews to discuss their child's progress and impact of interventions. This may take place during consultation evenings or during additional reviews. These reviews are scheduled by our SENDCO. In addition to scheduled Parents' Consultation Evenings and reviews, parents/carers will have the opportunity to meet with teachers and staff from SEND upon request. These requests should be made to the SENDCo. In addition to this parents/carers are invited to contribute their views in questionnaire form as 'SEND ParentView' in the Spring term annually.

Regular student voice interviews conducted with SEND students provide a valuable indication of what is working well / less well in the school. Your child will be asked to contribute to the cycle of 'assess, plan, do, review' at all stages. His/her views will be taken into account at all review meetings. This will be through a variety of ways, depending on the age, abilities and needs of your child. These could include discussion with a teacher or the SENDCo, completing student views questionnaires as well as feeding back directly in the Review meetings.

### **Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents/carers and young people as part of this assessment and review**

We track all students' progress closely over the year. We measure the amount of progress made in every subject on five separate occasions, known as progress reports (PR). Staff record in our school information management system, each student's current working level or grade and an attitude to learning grade. The progress report also shows your child's minimum expected level / grade and their aspirational target grade. Teachers use periodic assessments to measure your child's current working level / grade. As a school, we try to ensure that students entitled to exam arrangements in their external exams, receive the same entitlement in these internal assessments too. Students who are having particular difficulties will be tested by the HLTA using a range of Standardised Cognitive Tests such as ART and Lucid Exact. We also run the software 'Read-Write-Gold' which makes a contribution to assessment access. During the year, you will be invited to attend a Parents' Consultation Evening. You and your child will be asked to make appointments with subject teachers to discuss progress made to date and to set targets for the coming term. It is essential that your child attends the appointment with you so that meaningful targets can be set during the meeting. The SENDCO will also arrange a meeting to review SEND support for all students who are on our school SEND register. In addition to these times, you are welcome to contact the relevant Progress Leader at any time to discuss any concerns you may have.

**Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. The Wensleydale School & Sixth Form is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their SEND review meeting. The SENDCo will attend the annual reviews of children in Year 6 feeder schools who have an EHCP or statement. The SENDCo also attends each primary school during transition where it has been indicated that a child may benefit from an enhanced transition due to SEND needs (none- EHCP)

Students with an EHCP will receive specific support from NYCC from Year 9 onwards to ensure they are fully prepared for the 'next step.' Parents/Carers and a member of the SEND team will be invited to any additional meetings scheduled.

**The approach to teaching children and young people with SEND**

At The Wensleydale School & Sixth Form we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please see our Teaching and Learning policy by clicking [here](#). Our School Improvement Plan is about developing learning for all and details planned continued professional development (CPD) opportunities for all staff. Our SEND school action is currently being developed and will be available online soon. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes specific student mentoring and regular conversations between tutors and their tutees which are supported by the Progress Leaders.

**How adaptations are made to the curriculum and the learning environment of children and young people with SEND**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations of all teachers, and we, at The Wensleydale School & Sixth Form, are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- visual timetables
- writing frames
- i-pads, laptops or other alternative recording devices
- differentiated tasks
- alternative methods of recording and presenting information
- Dragon Application
- Read & Write II

Each learner identified as having SEND, is entitled to support that is 'additional to, or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at The Wensleydale School & Sixth Form to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change. Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. Our SEND link governor visits the school regularly to meet with the SENDCo, the SEND team and is able to observe interventions.

### **The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured**

The Wensleydale School & Sixth Form uses a range of evidence based interventions to support students with SEND to make better progress. The aim is always for the progress made in intervention to transfer into mainstream lessons:

- All interventions are structured; they demonstrate progression and are time limited, usually equivalent to 6-10 weeks.
- Parents/Carers are informed in writing if their child is to be placed on one of our SEND interventions.
- Parents/Carers are invited to discuss the particular intervention with a member of the SEND team.
- Students are regularly assessed to ensure above expected progress is made and that the intervention meets the individual needs of the child.
- SEND interventions are timetabled for the student; times are given out as a physical form timetable and reminders are given to students via tutor time shared notes.
- All interventions are delivered by experienced staff, specifically trained to deliver the programme. • Where progress is insufficient the student is transferred to another intervention.

**Students with Social and Emotional and Mental Health needs have enhanced pastoral support from Progress Leaders. Some interventions may be delivered by external agencies such as autism support or the sensory support service. Where this is the case Parents/Carers will be included in the planning of the intervention.**

Some students with SEND require special exam arrangements for internal and external examinations. In KS4 requests for access arrangements are submitted to the relevant examination board. As a school, we also try to ensure that exam arrangements are available for internal exams as well. At times, students with SEND may require additional adult support to make better progress and develop independence. Where teaching assistants work in class they will target specific groups who have been identified by the SENDCo and class teacher as needing additional support to make progress. The class teacher will share learning objectives and their 5-minute lesson plan with the teaching assistant and direct those to work in a way which ensures all students become independent learners.

'The Bridge' within the school, provides a safe haven for students. It is an area where students can access help and support suited to their needs when appropriate. Students with SEND are fully integrated into all areas of the curriculum, and the high quality teaching at The Wensleydale School & Sixth Form ensures that the majority of students, including those with Special Educational Needs, make good progress. In-class support is provided where and when appropriate. 1-to-1 sessions are delivered by skilled teaching assistants, offering a wide range of individualised programmes to meet the needs of students. SEND students are encouraged to participate in all school activities and have equal access.

'The Bridge' also offers a fully staffed supportive environment for all students to access each lunch time. This allows supported homework and access to both physical and digital resources during this time.

The school wellbeing mentor provides a bookable service for individual students in crisis as well as small intervention groups focusing on topics such mental health, personal safety and developing happy relationships.

## **Evaluating the effectiveness of the provision made for children and young people with SEND**

The Wensleydale School & Sixth Form receives funding directly to the school from North Yorkshire County Council (our local authority) to support the needs of learners with SEND. Monitoring progress is an integral part of teaching and leadership within The Wensleydale School & Sixth Form. Parents/Carers, students and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and students are involved in each step. Before any additional provision is selected to help a child, the SENDCo, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHCP will also be formally reviewed annually. The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, relevant Progress Leaders, Senior Leaders and Governors through the progress report cycle. Our school and data is also monitored by the Local Authority and Ofsted.

Year 7 students who arrive with a lower than expected National baseline in Literacy and Numeracy are also prioritised for specific interventions and support. The effectiveness of this provision is reflected in individual assessments from the SEND team and by whole school subject data at various checkpoints.

### **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

All learners should have the same opportunity to access extra-curricular activities. At The Wensleydale School & Sixth Form in 2022-23 we are offering a range of additional clubs and activities as enrichment opportunities. These all run in the final period of the school day.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCo, Miss A Wallis to discuss specific requirements.

All staff at The Wensleydale School & Sixth Form have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”  
Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

### **Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying**

The Wensleydale School & Sixth Form operates a tutor system in which students are organised by year group and split between tutors specifically allocated. The form tutors are specialists in their year group and have relevant training to support the needs of the age range allocated. All tutors are fully aware of the special educational needs of all students who have SEND support, through the school's management

information system. Each student has regular daily access to their tutor to discuss academic and pastoral progress, some students also have a mentor allocated who can discuss these areas in more detail.

The Wensleydale School & Sixth Form has a wellbeing area in school manned two days a week by our 'Wellbeing in mind' who are on call to support any student who needs someone to talk to or as issue arise. Our wellbeing counselors work on specific issues such as Bullying or Self Worth as well as being a 'bookable' learning environment for students who trigger certain behaviour related points. The booking system is used between the Progress Leaders, SENDCo and SLT to ensure the correct students are targeted in a timely fashion.

The Bridge has two rooms in school and is the SEND base. This is the main location in which SEND interventions take place in The Bridge 1 where the SENDCo and Progress Leaders are on hand to support where needed. Instances of bullying are rare, but when they do occur, the Progress Leaders and SENDCo work closely with students and parents to deal robustly with the issues. The second Bridge room is used mainly for ItoI provision and is made use of by the ItoI TA's and their young people.

### **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families**

The Wensleydale School & Sixth Form works in partnership with a number of specialist support and outreach services to support students with SEND. Parents/Carers are informed and asked to sign a consent form before specialist agencies become involved with the student. Specialist services may include: SPLD Support, Behaviour Support, Autism Support, Speech and Language Therapy and the Healthy Child Team. These services are accessed by the school through the inclusive education service single-point access. The Educational Psychologist is another service used and is accessed by specific direct referral. Other services such as Occupational Therapy and CAMHS will usually be arranged by the student's GP, again the school SENDCo is happy to discuss and advise specific routes.

Start Date: October 2022

Review Date: October 2023