

SEND Information Report

Weaverham High School



Approved by: Governing Body

Date: 9th October 2024

Last reviewed on: Sept 2024

Next review due by: September 2024

School link: Mrs J Farquhar

Our Vision

At Weaverham we believe in everyday excellence and being the best version of ourselves.

We believe all children can exceed their expectations, no matter what their prior attainment and experiences.

At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum we will develop students into confident, rounded individuals, equipped for anything that life throws at them.

As staff we wish to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come into the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

"We are all different. There is no such thing as a standard or run-of-the-mill human being, but we share the same human spirit. What is important is that we have the ability to create. This creativity can take many forms, from physical achievement to theoretical physics. However difficult life may seem, there is always something you can do and succeed at."

Professor Stephen Hawking

Key Principles:

The principles that underpin all support:

- Support is available for all students of all abilities who require it, which includes those who are amongst our challenge cohort and those for whom barriers to learning exist.
- Inclusion is everyone's responsibility. We recognise that success for every student is dependent on a whole-school approach to inclusion, and that this must form the core of all teaching and learning
- No child is a label. We never assign labels to our students, as we recognise the damage that this can cause to self-esteem and outcomes. While we understand that some diagnoses can be helpful

for students to understand their difficulties, we ensure that those difficulties do not define them or our expectations.

- Early identification of needs is critical for maximising progress. Intelligent and accurate assessment techniques are utilised to provide data informing the deployment of tried and tested interventions. Careful monitoring of progress ensures that individuals receive appropriate, carefully planned support.
- Interventions are pre-planned where possible, to ensure continuing success rather than simply responding to failure.

Our pupil Promise

Through an ethic of excellence, every pupil is offered curricular and extra-curricular activities that best serve their aspirations and needs and guarantees a sense of success, aspiration and fulfilment. They are provided with the very best in challenge and experiences, the same high-quality interaction and learning as their peers. Every pupil possesses a realistic appraisal of their performance in everything they do and what they need to do to achieve success. Alongside this, our pupils will be provided with the very best cutting-edge strategies, as well as tried and tested ones, to help them learn. Where necessary, pupils are provided with extra support around Literacy to guarantee success in the Basics.

In our external SEND review in July 22 an independent consultant reported, *‘This is an experienced and close team with a range of skills and a genuine desire to do their best for young people. The provision is valued by the students and the team of staff involved are passionate about the support that they can offer. Students feel well supported, they welcome support within class and clearly have really positive relationships with the staff – they are valued’.*

- In this school we set high expectations on the progress for all pupils.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil’s EHCP (Education, Health and Care Plan) Terms: SEND refers to a Special Educational Need and Disability. A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

Objectives

- To ensure that every SEND pupil has good attendance and maximises their outcome potential
- To identify, at the earliest possible opportunity, barriers to learning and participation
- To implement the best provision possible which in turn allows the student to build independence and resilience and overcomes their barriers
- To enable all pupils to participate in lessons fully and effectively
- To support departments in their preparation of programmes of work to meet the special needs of pupils.
- To lift levels of self-esteem and resilience in students with special educational needs and to encourage their participation in the development of their educational programme to become life-long learners.
- To maintain appropriate provision for pupils with Education Health Care Plans.
- To work in partnership with parents and carers
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEND Information Report
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

How does Weaverham High School ensure that pupils who need additional support are identified early?

Pupils are identified as having special educational needs through a variety of ways including the following:

- Information from primary schools during transition
 - This is collected by Mr P Norton (Head of Y7). Where necessary Mrs J Farquhar (SENDCo) or Mrs R Measures (Asst SENDCo) will gather more detailed information from the primary school or the student's parents / carers
 - LSAs are also heavily involved in liaising with parents and pupils during the transition phase
 - KS2 SATs and teacher assessments are used where appropriate
- Diagnostic testing is carried out where necessary. All Y7 pupils will complete the GL Assessment CAT4 Reasoning Tests which measure verbal, non-verbal, quantitative and spatial reasoning. The SEND dept also work closely with the English literacy team to ensure bespoke assessment and intervention across KS3. These assessments include the NGRT (New Group Reading Test), Accelerated Reader Star Tests throughout KS3. If further diagnostic testing is needed we also use the Access Reading Test from Hodder Education. Finally, for GCSE access arrangements we have a fluid set of psychometric tests including WRAT4, DASH, EXACT and the SDMT.
- Concerns raised by a parent or teacher, for example behaviour or self-esteem is affecting performance. This can be characterised by progress which:
 - 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
- Consultations between class teachers, pastoral support managers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service, CWAC Autism Team, Adoption Services, Social Care, The Virtual School etc.
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

For GCSE Access Arrangements which are completed by ALL students in year 9 we use a range of in-depth diagnostic tests including;

- EXACT – GL assessment screening for Access Arrangements
- SDMT – Symbol Digit Modalities Test
- DASH – Detailed Assessment of Speed of Handwriting
- WRAT4 – Wide Range Achievement Test
- Access Reading Test – (Hodder Education)

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that we plan for.

They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

How will school support my child during transitional phases?

Communication is vitally important. The SENDCo welcomes contact from parents and carers and will endeavour to make every transition as smooth as possible. We invite parents of SEND pupils to visit the school during Year 6 and meet the SENDCO at this stage to discuss their child's needs.

Where possible the SENDCo or Assistant SENDCo will attend Year 5 & 6 transition review at your child's primary school. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. in addition to the transition week undertaken by all pupils.

Send Forums, the schools open events to support parents are held termly and parents' evening appointments are able as part of the whole school reporting process and annual reviews as part of the EHCP are held in accordance with the CWAC Hub timeline.

SEND pupils that are moving between key stages will have transition reviews in conjunction with annual reviews in year 9. From Y9 onwards during annual reviews we will always consider 'preparing for adulthood' and where necessary a SEND office from the LA will attend an annual review.

SEND pupils will have access to specialist careers guidance advice throughout KS4 and a transition review meeting in Year 11 will identify the support they need in moving to post-

16 education. We work alongside CWAC Young People's Service during KS4 to secure the best transition and outcomes.

<https://www.cheshirewestandchester.gov.uk/residents/young-people/young-peoples-service/youngpeoples-service.aspx>

What should a parent do if they think their child may have a special educational need?

If you are concerned that your child may have Special Needs or is failing to make progress in these tests, parents should contact the subject teacher or curriculum leader if it pertains to only one subject. If concerns are regarding social or emotional issues then contact should be made with Form Tutor – In serious incidences parents should contact their child's Pastoral Support Manager. If it is a more widespread concern parents should contact the SENDCo, Mrs J Farquhar. We pride ourselves on being an open and honest community and endeavour to build positive relationships with parents.

Joanne.farquhar@weaverhamhighschool.com

Responsibilities and Resources:

The Special Needs Co-ordinator (SENDCo), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENDCo also provides professional guidance to colleagues to secure high quality teaching for pupils with SEND.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENDCO and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The duties of the Governing Body are set out in the SEN Code of Practice, 2014. The SEND Governor for this school is Mr Ian Roberts.

The school was built in the 1950s and was not designed to be accessed by pupils with disability. The Governing Body have taken deliberate actions to improve the accessibility of the school for pupils with SEND. These include:-

- Providing ramps to most external doors.
- Ensuring that all facilities are available at ground floor level, even if primarily situated upstairs.
- Increasing the number of automatically opening doors to facilitate entrance by people in wheelchairs.
- Making the school more accessible to the visually impaired with clearer delineation of stairways and obstacles.
- Installing a disabled toilet.

Teaching staff The Code of Practice clearly acknowledges the importance allocated to subject teachers whose responsibilities include:

- Being aware of the school's procedures for identification and assessment of, and subsequent provision for SEND pupils and making reasonable adjustments for the students in a classroom setting.

- This SEND office is located by The Hive, by the Intervention Hub and meeting room with have a new accessible toilet with room for changing facilities

. Alongside our new refurbished accommodation, we have also appointed new, key roles to ensure sufficient support for all our learners.

Mrs Julie Yardley has been appointed as our SpLD (Specific Learning Difficulties) Advocate and Mr Mark Tonge has been appointed as our Emotional and Academic Support Coordinators.

The Hive is accessed by students who require a more bespoke school offer which allows staff time to work on full reintegration back to school life wherever possible.

Our LSA SEND Team has 18 Learning Support Assistants in addition to the colleagues mentioned above. Our LSAs have a huge variety of knowledge and experience. We have many members of the team who have expertise working with autistic pupils, several members of the team have specific subject experience like our literacy / English or maths teams. Members of the team are also trained in leading specialist intervention, delivering specific Speech and Language Therapy, ELSA (Emotional Literacy Support) and much more. The team's expertise doesn't stop within the classroom, nearly every LSA also takes part in extra-curricular activities – this ranges from gardening club, football, table tennis, badminton, boxing and (our homework club) Power Hour.

How the governors involved and their responsibilities.

SEND Governor will:

- have regard to the Special Educational Needs and Disabilities (SEND) Code of Practice when carrying out duties towards all pupils with special educational needs;
- ensure that necessary provision is made for any pupil who has special educational needs;
- report annually to the Governing Body on the policy's effectiveness, including any changes made during 2024-5
- ensure that the Governors agree priorities for spending within the special educational needs budget with the overall aim that all pupils receive the support they need in order to make progress.

How does Weaverham High School ensure that pupils who need extra help are identified early?

Pupils are identified as having special educational needs through a variety of ways including the following:

- Information from primary schools during transition
 - This is collected by Mr P Norton (Head of Y7). Where necessary Mrs J Farquhar (SENDCo) or Mrs R Measures (Asst SENDCo) will gather more detailed information from the primary school or the student's parents / carers

- LSA's are also heavily involved in liaising with parents and pupils during the transition phase
- KS2 SATs and teacher assessments are used where appropriate
- Diagnostic testing is carried out where necessary. All Y7 pupils will complete the GL Assessment CAT4 Reasoning Tests which measure verbal, non-verbal, quantitative and spatial reasoning. The SEND dept also work closely with the English literacy team to ensure bespoke assessment and intervention across KS3. These assessments include the NGRT (New Group Reading Test), Accelerated Reader Star Tests throughout KS3. If further diagnostic testing is needed we also use the Access Reading Test from Hodder Education. Finally, for GCSE access arrangements we have a fluid set of psychometric tests including WRAT4, DASH, EXACT and the SDMT.
- Concerns raised by a parent or teacher, for example behaviour or self-esteem is affecting performance. This can be characterised by progress which:
 - 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
- Consultations between class teachers, pastoral support managers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service, CWAC Autism Team, Adoption Services, Social Care, The Virtual School etc.
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

For GCSE Access Arrangements (and occasionally at KS3) we use a range of in-depth diagnostic tests including;

- EXACT – GL assessment screening for Access Arrangements
- SDMT – Symbol Digit Modalities Test
- DASH – Detailed Assessment of Speed of Handwriting
- WRAT4 – Wide Range Achievement Test
- Access Reading Test – (Hodder Education)

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that we plan for.

They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

How do I raise a concern about SEND? And how am I supported?

A concern about a pupil may be raised by anyone involved with the child. This could include teachers, parents, carers, or occasionally, the pupil themselves.

Teacher referrals If you have a concern about a pupil you can raise this at any time using the single online referral point on the SEND sharepoint:

[SEND referral form.docx](#)

Parent referrals If as a parent or carer you believe your child may have a special educational need, you can email the SEND TEAM:

JoanneFarquhar@weaverhamhighschool.com SENCO

RebeccaMeasures@weaverhamhighschool.com Assistant SENDCO

The Pastoral Assessment Route

The pastoral assessment hub meets once per half term to discuss and allocate provision to pupils who have been referred regarding an SEN need or other pastoral difficulty

The following members of staff will be in attendance and will share their views:

- o A member of the SEND team
- o Deputy Head of BFL
- o HOY/PSM
- o The Hive Leader-Mark Tonge

Possible outcomes include:

1. That no further action is necessary.
2. The School will continue to monitor the pupil for an agreed period of time with a view to all parties agreeing to conduct a further review of the pupil's progress.

3. Place the pupil on the SEN Support Register if external agencies are involved.
4. For those pupils already receiving provision through the SEN register, a Learning Support Plan will be drawn up by the SENCO in consultation with the pupil and family

Triggers for SEN Support

With the agreement of parents, a pupil will be identified for SEN support if at least one of the following applies.

Despite differentiated and personalised learning opportunities there is little or no progress in developing literacy or numeracy skills.

There are on-going communication/interaction difficulties, which impede progress, despite the implementation of a differentiated curriculum and support

There are continuing on-going persistent emotional and/or behavioural issues, which are not ameliorated by management techniques and the differentiated strategies employed.

The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and support.

SEN Support SEN Support is the initial provision that will be made by WHS to meet the pupil's needs. This provision will reflect the wide variety of needs of pupils placed at SEN Support in order to monitor provision and pupil progress the following will now take place:

1. Referral form
2. LSA and Teaching staff fill in a round robin pertaining to one or more of the four areas of need.
3. Contact made with parent and student
4. Referral form (link in previous section)

Triggers for additional SEN Support Concerns may be raised about pupils who fail to make adequate progress in spite of the provision at SEN Support.

Where it is felt appropriate the school or Parent/Carer may wish to make a referral to an outside agency. Concerns will be raised at the review or at a meeting called

for this purpose. All pupils will have their ILPs reviewed yearly, in line with the end of year report.

Referrals to external agencies, made with parental agreement, will be made if at least one of the following applies:

1. There is still little or no progress in the development of literacy or numeracy skills, despite access to quality first teaching through WHS curriculum. National Curriculum levels or WHS Assessment Progress is substantially lower than that expected despite access to school-based provision.
2. There are continuing, on-going communication issues, despite access to school-based provision.
3. There are continuing ongoing behavioural issues that have not been ameliorated at SEN support, despite access to school-based intervention.
4. The pupil has sensory or physical problems, which impede progress, despite the provision of specialist equipment and despite access to school-based provision.
5. Additional SEN Support: A pupil is given additional SEN Support when the WHSs graduated response is supported and enhanced by the advice and/or provision of specialists from an external agency. e.g. an Educational Psychologist, Speech and Language Therapist.

Parents will be consulted regularly and invited to Annual Reviews. Teachers will be consulted regularly regarding pupil interventions and progress.

A Learning Support Plan will be drawn up using targets identified by some or all of the following: the pupil, teachers, parents, Head of Year, PSM and a member of the SEND team.

The pupil will have access to school based provision, as appropriate to their needs. The pupil will have access to external provision/advice, as appropriate to their needs.

Staff will be notified through whole staff briefing and on the SEN Register LSP is made available to all staff involved with pupil Teachers will be expected to identify intervention strategies for their individual lesson planning which is monitored through observation LSAs where possible, are deployed to support SEN Support pupils LSAs will be written into subject teacher's interventions

How will teachers at Weaverham High School match the curriculum to my child's needs?

SEND pupils will be taught within the mainstream classes with their peers. They may be withdrawn from this usual practice for small group or individual work where there is a need to focus on key skills, where effective specialised input will make more effective learning in the subject, or where specialist provision or facilities are necessary for the pupil to access the curriculum. SEND pupils follow the same broad and balanced curriculum as other pupils, although in some individual cases specific subjects may be dis-applied to enable greater focus on key skills.

Quality First Teaching and adaptive teaching and this is the responsibility of the class teacher who will ensure that work is suitably challenging so that it can be accessed by the pupil and have appropriate learning activities and objectives.

Each member of staff has access to all SEND data through Class Charts

The SENDCo works collaboratively with the curriculum leaders in our Raising Standards Team, championing our SEND pupils and ensuring the very best provision in the classroom, with a constant eye on outcomes.

The Weaverham High School Ethic of Excellence prioritises the following areas.

- Assign work that matters
- Study examples of excellence
- Build a culture of critique
- Require multiple revisions
- Provide opportunities for public presentation

The Statutory Assessment

In some circumstances, WHS may decide to seek a Statutory Assessment for an Education Health and Care Plan for a student who is struggling despite repeated intervention.

An Education Health and Care Plan is a document issued by a local authority outlining the provision a school must provide to support a student's SEN Needs.

It may also stipulate support from other agencies such as Speech and Language Therapy services and CAMHS. The SENCO or SENCO Assistant in liaison with all involved with the pupil, submits a request for Statutory Assessment.

Statutory Assessment Process

When a pupil is issued with a EHC plan WHS has a legal duty to make reasonable adjustments to meet the provision outlined in the EHC Plan. Following the formal presentation of an ECHP, the SENCO will:

1. Undertake to coordinate provision for the pupil based on the EHC plan
2. Hold an initial planning meeting with the Parent(s)/Carers and all involved professionals and within 6 weeks of the EHC Plan issue date.
3. Allocate the pupil a plan and named person if appropriate, and ensure that all support, as specified in the EHC Plan, is put in place for the pupil.
4. Ensure that a pupil profile is written and available for all staff.
5. Oversee the formulation of an LSP.
6. Ensure that the EHC Plan is delivered and monitored effectively.
7. Liaise with, and ensure access to, external agencies as appropriate. Coordinate the Annual Review, inviting parents/carers and all professionals involved in the pupil's education.
8. Ensure that WHS have received the necessary funding from the relevant LEA

WHS will ensure all aspects of the personal budget are explained to parents impartially to allow them to decide how their child's needs will be supported. This will be achieved in consultation with outside agencies

Categories of SEND

- Five Categories of SEN – Broad Areas of Need Over the recent years the school has experience of meeting the needs of children with the following SEND
 1. Communication and Interaction, including: • SLCN (Speech, Language and Communication Needs) • ASC (Autism Spectrum Condition including Aspergers)
 2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. Social, Emotional and Mental Health Difficulties. They include: • ADD (Attention Deficit) and ADHD (Attention Deficit Hyperactive Disorder)
4. Sensory and/or Physical Needs, including:
- Vision Impairment
 - Hearing Impairment
 - Physical Disability
5. Specific Syndromes
- Williams Syndrome
 - Downs Syndrome
 - Turner Syndrome

If a child is formally identified as having SEN or SEND by an external agency, with the agreement of parents/carers, they are placed on the SEN register. If they are achieving at a considerably lower level than is usual within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan as part of the Assess Plan Do cycle.

How will teachers help?

Wherever possible pupils with SEND are taught in mainstream lessons and follow the usual timetable for their teaching group. In order to facilitate this, they may be supported by a Learning Support Assistant in addition to the adapted provision provided by the teacher. All class teachers have a summary of the needs of each child with SEND for effective learning. They are also supplied with a list of SEND pupils in the "class" and additional SEND information where appropriate e.g. characteristics of dyslexia. These adaptive strategies are to class teachers on Class Charts.

The offers for each area of SEND are available on the school website <https://www.weaverhamhighschool.com/information/special-education-needs> this shows the universal and adaptive teaching strategies used across the school.

- Social and emotional needs of pupils with SEND All pupils follow a LIFE curriculum which supports their emotional and social development. In

addition, all pupils are involved in a range of tutor group activities which support them developing friendships and building social relationships.

- Additional support is available for pupils via the child's Pastoral Manager and Head of Year. Our behaviour policy aligns with our inclusive approach and is built around our ethos of Safe. Ready. Respect.

1. That students are SAFE.

2. That students are READY - for learning, for their next challenge, for life outside the school.

3. That students show RESPECT – for themselves, each other, their community and our staff.

We recognise that pupils may need additional support outside of the classroom environment and we have a range of provisions in place to support pupils at this time of the school day. Pupils have access to supervised year rooms which is provided for all pupils, the areas occupied by the Access and Achievement Team are also available and accessible for pupils with SEND to use at break and lunch time with appropriate supervision.

We have several members of the SEND / Access & Achievement team who are qualified ELSAs. (Emotional Literacy Support Assistant).

Review Meetings Weaverham High School was involved in the pilot of the CWAC EHC Hub. The EHC Hub is a virtual holding and sharing area where all EHCP reviews and assessment applications can be accessed by all stakeholders concerned. Review meetings are held annually for all pupils with an EHCP (Education, Health & Care Plan).

Parents/carers and pupils are invited to attend and these are led by the SENDCo. An Annual Review is held to review progress towards objectives/outcomes outlined in the EHCP. Representatives from external support agencies may also be invited if appropriate. If a decision is made at the meeting to amend any part of the EHCP the SENDCo will file a copy centrally and send a copy to parents/carers and any external agency that is involved. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

Weaverham High School strives to be an inclusive school, engendering a sense of community and belonging through its Inclusive ethos based on 6 key strategies: Excellence in learning, Safe, Ready, Respect, Aspire to Inspire, Challenge For All, Breaking Barriers and Thrive. Pupils have access to a differentiated, broad and balanced curriculum with their needs

Support and Intervention

Wave 1 – Quality First Teaching High-quality adaptive teaching is supported by effective whole school policies and frameworks clearly targeted on all learners' needs and prior learning. This teaching needs to be based in planning and schemes of work that are designed to move all learners from where they are to where they need to be. Where there are large numbers of learners who share the same learning needs the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning programme to take learners to where they need to be in terms of age-related expectations. Effective Wave 1 teaching anticipates the needs of learners based on good use of yearly transition data.

Wave 2 – Wave 1 plus additional time-limited, tailored intervention support programmes

Wave 2 progress is designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations. This usually takes the form of tightly structured programmes of small group support that has an evidence base of impact on support. The support is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants who have the skills to help learners achieve their learning objectives. The progress of learners is closely tracked for impact. This support can occur outside (but in addition to) whole class lessons or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help children and young people apply their learning in mainstream lessons and to ensure that motivation and progress in lessons is sustained. The outcome of Wave 2 intervention is for learners to be back on track to meet or exceed national expectations at the end of the key stage.

An example of this is IDL used to help our dyslexic learners run at form time by LSAs.

Wave 3 – Wave 1 plus increasingly individualised programmes based on independent evidence of what works Expectations are to accelerate and maximise progress and to minimise performance gaps. This may involve support from a specialised teacher, highly trained teaching assistant or academic mentor delivered one-to-one or to small groups to support learners towards the achievement of very specific targets.

This may need the learner may access the hive, the reintegration studio or step-out provision depending on the need.

Wave 2 and 3 Hive Support

- **The Hive Policy**

- The following outlines the different pathways that students can follow during their intervention in the Hive. The document highlights the different ways in which we offer support in order to help reintegrate students back into mainstream lessons as quickly as possible. Our overarching aim is to improve academic outcomes and support emotional well-being.
- **One off planned lessons:** Due to an identified SEND need, some pupils struggle with certain lessons on their timetable. For example, students with severe SpLD dyslexia in subjects like MFL or students with SEMH difficulties who struggle with certain curriculum areas due to social anxieties. Where this difficulty is having a negative impact on mental health or attendance, as a last resort, an agreement will be made where the student can be disapplied from a certain curriculum area and will access to the Hive for support in these lessons, this will often be a temporary measure. This must be agreed with HOY, HOD and parents. Where possible, specific intervention will be put in place, this could include dyslexia specific work with JY. Where we cannot offer 1-1 support, students will be encouraged to complete homework, access Google Classroom, read or work on revision techniques with guidance from an LSA.
- The second occasion where pupils may access the Hive for one off lesson is KS4 pupils who only take 3 options due to attending Reaseheath College. When pupils attend work experience or college courses, they can use the Hive to catch up on missed lessons.
- When allowing students to come to the Hive we carefully consider the following; impact on academic outcomes, intervention already in place, reports from external agencies, advice from SLT and impact on others in the Hive at the same time.
- **Check Ins – linked to Communication & Interaction difficulties e.g. Social difficulties, anxiety, sensory difficulties:** At times some students struggle to cope with 5 mainstream lessons every day, and display anxieties around accessing a full school timetable. These students will have allocated Hive time throughout the school day. These timeouts allow them to talk it through, apply their own grounding techniques, and calm down so they are ready to return to their lesson and continue their quality learning. They will also have access to regular check ins before and after lessons. The intention is to keep these breaks as short as possible, usually 10 – 15 minutes. We will monitor and evaluate the amount of times that the Hive is accessed and the impact it is having on well-being.

- **Long Term** – A very small number of pupils, usually with an EHCP will use the Hive for many of their timetabled lessons. This may be to follow the requirements of the EHCP for sensory time or SALT this will be bespoke to the Child's needs and or their EHCP.
- Very often this intervention is supported with medical evidence of need, and this intervention is a last resort. These students will access intensive support, they will attend as many usual timetabled lessons or they will access live-streamed lessons from the Hive. These students will have an Action Plan, with the aim of returning them to classrooms if and where possible so they can access quality first teaching from experts.

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

The school works with a number of external agencies including:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Autistic Spectrum Disorder Team
- The SEND Team
- The School Nurse
- The School Counsellor
- Education Welfare Service
- Information, Advice and support Service
- Special Schools particularly Greenbank and The Russet School.
- Specialist Inclusion Services (eg ASC Team)
- Children and Adolescent Mental Health Service (CAMHS)
- Attachment Research Community
- Adoption Services

The school will also seek support from voluntary and private agencies as required.

All staff have received training in teaching pupils with ASC and other neurodevelopment differences such as ADHD and PDA. Professional development has also included strategies and understanding of teaching pupils with SpLD (Dyslexia and Dyscalculia), through a programme of whole staff training. Additional support and training is provided by the SENDCo to other members of staff.

All Learning Support Assistants are trained in delivering 'Precision Teaching' to help with accelerated progress and 'overlearning' which is critical for some students. Many of the team are also confident delivering and writing Social Stories and Comic Strip Conversations which can help many students understand social cues and situations. Social stories in particular are used with many of our autistic

students to help them prepare for new events and areas of interpersonal communication that they find difficult. We also have literacy and numeracy experts who deliver a wide range of intervention. Particular attention is paid to fundamental skills in each area and we aim to achieve accelerated progress to help students overcome their barriers as quickly as possible.

How will my child be included in activities outside of the classroom?

It is our aim, insofar as it is possible, that all our activities are accessible to all pupils with SEND. This includes residential trips, where provision may include using Learning Support Assistants to support pupils in their daily living activities, as well as their learning activities. Medicines are administered with appropriate instructions on these trips, and wherever realistically possible specialist facilities are requested.

After school activities play a large part in the life of pupils at Weaverham High School and these are fully open to pupils with SEND, indeed, many of our SEND pupils excel during enrichment activities. Learning Support Assistants support some pupils so they can access activities in which they wish to engage. Activities include; music, dance, drama (as well as excellent school productions) and art club, as well as a massive selection of sporting activities for students of all levels, throughout the year. For more details please see the Enrichment section of the school website.

<https://www.weaverhamhighschool.com/wp-content/uploads/2022/09/Enrichment-Programme-2022-2023.pdf>

Within the SEND department we also have a colleague, Mr Mark Tonge who is qualified in providing therapeutic support through 'Wilderness Therapy'. Every term, 8 students are selected for this valuable evidence based intervention.

How accessible is the school environment?

The school was built in the 1950s and was not designed to be accessed by pupils with disability. The school building has many different levels with many steps and stairs.

Over the last few years the Governing Body have taken deliberate actions to improve the accessibility of the school for pupils with SEND. These include:

- Providing ramps to most external doors
- Ensuring that all facilities are available at ground floor level, even if primarily situated upstairs
- Increasing the number of automatically opening doors to facilitate entrance by people in wheelchairs

- Making the school more accessible to the visually impaired with clearer delineation of stairways and obstacles
- The school now has 2 fully accessible disabled toilets

The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities. There are facilities for small group/individual teaching in the break-out areas and the library. All members of the school community, including pupils, are invited to inform the school of any disability they have.

How does Weaverham High School judge whether the support has had an impact?

- By reviewing pupil's academic and social progress on a termly basis and identifying any areas of concern
- Through the school's data tracking system. Pupils who are not making expected progress against national / age expected levels will be discussed at Annual Review or additional meetings, attended by Class Teachers and where appropriate Pastoral Managers and Heads of Year
- Verbal or written feedback from the teacher, parent and pupil

Pupils may be taken off the Special Educational Needs register when they have made sufficient progress, however we will always monitor progress and intervene again if necessary.

Our Ofsted Report in March 2020 said *'Pupils feel like they belong to the school community. They said that the school's mantra of 'Safe, Ready and Respect' underpins pupils' good behaviour. They also said that the new behaviour system has improved further pupils' conduct.*

Across the school, leaders and teachers have thought carefully about how to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). The curriculum enables these pupils to achieve well. '

How are parents involved in school life?

Weaverham High School seeks the direct involvement of its parents as it views learning being most effective when there is a partnership between the pupils, their parents and the staff. Parents play an active part as members of the Governing Body and Weaverham High School Association.

The school believes that parents hold key information and have a critical role to play in their children's education. For this reason, we actively seek to work with parents of pupils with Special Educational Needs and Disabilities (SEND). All teachers, the SENDCo, pastoral and other staff have an important role in developing positive and constructive relationships with parents. We recognise that some parents require both practical help and emotional support if they are to play a key role in the education of their children. For this reason, we seek to develop partnerships with local parent support groups, external agencies and voluntary organisations.

The school works in partnership with parents of pupils in accordance with guidance in the 2014 Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child
- If a decision is being considered to move a pupil on to SEND support, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child
- Parents' / Carers' views will be sought when appropriate and suggestions as to how they can be supported at home will be given
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report

How will my child be able to contribute their views?

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

If your child has a SEND profile or a One Page Profile, they will be involved in putting it together and making changes when necessary.

If your child has an Education, Health Care Plan their views will be sought at the review stage in line with recommendations in the 2014 Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years.

How is a decision made about the amount and type of provision?

Decisions will be made regarding the support available for your child largely by the SENDCo. The SENDCo will consult with you and discuss your child's needs, as well as identifying the resources available to meet those needs.

Where the school assessed that additional resources are required beyond those that the school can provide, the school can support the application for additional funding to the local authority in order to access these resources for your child. The SENDCo will then monitor the impact of these additional resources on a termly and annual basis.

Further Information

If you wish to discuss the progress of your child the first person to contact would be your child's form tutor or if you have a specific SEND query then please contact the SENDCo, Mrs J Farquhar. You may also find it helpful to contact the Head of Year or your child's Pastoral Manager.

If you have concerns regarding the provision made for your child please contact the SENDCo,

Mrs J Farquhar in the first instance. It is our intention, and we hope, to resolve any concerns quickly and effectively. Weaverham High School has regard for The CWAC Local Offer can be found at <https://www.livewell.cheshirewestandchester.gov.uk/>

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The local offer will enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

If you find that your concern is not resolved the school has an official complaints policy through which you can make your views clear. A copy of this complaints policy is available on our website.