



Weaverham High School

SEND Annual Report & SENCO Leadership Review 2024–25

Vision & Ethos

At Weaverham High School we believe in everyday excellence and being the best version of ourselves. All children can exceed their expectations, no matter what their prior attainment and experiences. No child is a label; every learner is treated as intelligent and individual. Inclusion is everyone's responsibility and we work together as a whole school community to ensure success for every pupil.

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 intervention supported by research.

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 for 2024–25

- Improve early identification through GL assessments, KS2 transition data, and diagnostic testing.
- Enhance staff training and adaptive teaching strategies.
- Strengthen parental engagement and communication.
- Continue to develop specialist provision, including The Hive, Wilderness Therapy, and the SpLD Advocate role.
- 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 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

Categories of SEND

Four 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)

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

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 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 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.
- In some cases, students are identified as needing extended transition and they attend additional, structured visits with Mrs. Measures
 - 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 endeavours 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.

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 Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice, 2014. The SEND Governor for this school is Mrs Cathy Winder.

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.

- The 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 Katy Mc Gregor has been appointed as our SpLD (Specific Learning Difficulties) Advocate, Mrs Julie Yardley (Access Arrangement Coordinator) 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 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. Often this is a longer conversation after the daily triage meetings. 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

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 interventions reviewed termly and at data collection points, 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 Plan of support 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 the list is made available to all staff involved with pupil via the Google Classroom SEN Updates page. 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 school support my child during transitional phases?](#)

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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.

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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>

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.

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

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 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 those 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,

SEND Provision at Weaverham

SEND provision at Weaverham is structured through a graduated approach and wave-based support:

- Wave 1 – Quality First Teaching with adaptive strategies in every classroom.
- Wave 2 – Targeted interventions such as IDL for dyslexia and small group literacy/numeracy support.
- Wave 3 – Bespoke individualised provision, including The Hive, reintegration studio, and therapeutic support.

Diagnostic assessments used include CAT4, NGRT, WRAT4, DASH, EXACT, SDMT, and Access Reading Tests. Access arrangements are carefully planned in line with JCQ guidance. Staff expertise includes ELSA, Speech and Language Therapy delivery, literacy and numeracy intervention, and therapeutic programmes such as Wilderness Therapy. The SEND team consists of 18 LSAs, a SpLD Advocate, an Emotional and Academic Support Coordinator, and is led by the SENCO.

SENCO Leadership Development (NPQ Reflections)

Throughout 2024–25, leadership learning has been closely aligned with the NPQ for SENCO framework:

- Cycle 1: Developed understanding of legislation and moved from operational to strategic leadership.
- Cycle 2: Focused on identification of need and adaptive teaching approaches.
- Cycle 3: Improved transition processes for Y6–Y7, created new pre/post evaluation systems for interventions, and embedded evidence-based staff training. Reflected on the importance of ensuring interventions complement classroom teaching rather than replace it.

Evidence-informed strategies from the EEF SEND Guidance, 'The Forgotten Third,' and statutory guidance have shaped practice. Leadership behaviours

demonstrated include strengthening communication with parents and staff, and strategic planning for provision.

Achievements & Impact This Year

- Refined transition programme for Y6–Y7, supporting increased numbers of 'not school ready' pupils.
- Introduced systematic pre/post evaluation system for interventions to measure effectiveness.
- Expanded Hive provision for SEMH and communication needs, including check-in routines.
- Delivered enhanced staff CPD on SEND strategies, fully integrated into whole-school CPD.
- Strengthened parental engagement and pupil voice in SEND planning and reviews.

Next Steps for 2025–26

- Develop further strategic planning to address increased complexity of need and growing numbers.
- Continue embedding NPQ learning into policy and whole-school practice.
- Expand SpLD, ELSA, and therapeutic interventions-evaluate what works
- Systematically monitor impact of interventions and refine practice accordingly-trial provision mapping for one year group
- LSA CPD to be Trust led for collaboration and continuity