

SEND Information Report

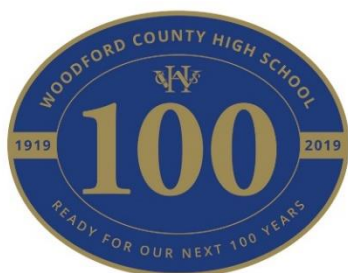
Introduction

The purpose of this report is to inform parents and students about how Woodford County High School for Girls (WCHS) supports and provides provision for students with special educational needs and/or disabilities (often referred to as SEND).

Every school has an appointed co-ordinator of SEND (known as a SENDCO) who ensures that students are supported within the school and who liaises with parents and external agencies. The SENDCO at WCHS is Mr Iain Saxton. Should you wish to contact him, please contact the school reception - either by phone or e-mail - and leave a message.

Phone: 020 8504 0611

E-mail: enquiries@woodford.redbridge.sch.uk





The language of SEND and acronyms

Special educational needs and disabilities are categorised into four broad categories, which are outlined below. Should a student have special educational needs and/or disabilities they will generally fall into one of these categories, or in some cases several:

1 - Communication and Interaction: including speech, communication and language needs (SCLN) and Autism (ASD).

This encompasses students who have difficulty communicating with others, whether this is due to a difficulty with speech or with understanding the social rules of communication.

2 - Cognition and Learning: including moderate learning difficulties (MLD), severe learning difficulties (SLD), dyslexia, dyspraxia and dyscalculia.

This encompasses students who have difficulty processing and organising information, and as a result may work at a slower pace than the other students in their class.

3 - Social, Emotional and Mental Health: including attention deficit hyperactivity disorder (ADHD), anxiety and depression.

This encompasses students who find themselves struggling socially at school, potentially becoming withdrawn and isolated. Likewise, this includes students who struggle to focus in lessons and might become disruptive around school as a result.

4 - Sensory and/or physical: including physical disability (PD), hearing impairment (HI) and visual impairment (VI).

This encompasses students who have a disability which prevents them from learning as easily as other students.



Current students

Students at WCHS already identified as receiving SEN Support will have appropriate support and intervention in place relating to already identified needs. This will be reviewed and adapted over time. If, whilst your daughter is a student at WCHS, she is identified as someone who may potentially benefit from SEN Support, parents will be informed and a discussion of how best to proceed will follow.

Students joining the school with an EHCP will have a carefully identified plan of support in place already. As a statutory document, this will be formally reviewed annually by a range of people, including the local authority responsible for the EHCP.

If you think your daughter may have special educational needs there are several steps that you can take to work with the school in order to clarify whether your daughter needs additional support.

A first point of contact is the form tutor or head of year as these are the professionals who know your daughter well.

- Key Stage 3 includes years 7 to 9
- Key Stage 4 includes years 10 and 11
- Key Stage 5 includes the sixth form - years 12 and 13

Please contact them by either leaving a message at reception or booking an appointment with them during parents' evening (parents evenings are held annually for each year group). **Alternatively**, there is an administrator for each key stage – please email the school and mark it for the attention of the relevant key stage administrator (your message will be forwarded as necessary).

The form tutor, head of year and SENDCO will then work together to gather information about your daughter in order to gain an overview as to how she is managing within school (for more information about this process please consult the next section: Identifying SEND in School). Once an overview has been gained the SENDCO will contact you and outline future steps to ensure that your daughter receives any appropriate provision.

New and transferring students

If you are a parent of a student who has recently transferred to WCHS and who has been identified as having special educational needs (*identified as receiving*



SEN Support) please contact the school at the earliest opportunity. It should not be assumed that the previous school will pass on information in time so that a smooth transition can take place. The SENDCO will liaise with previous schools in order to ensure:

- That WCHS receives all relevant information from previous schools as soon as is possible
- That all teachers are informed about how they can support your daughter in her lessons
- That your daughter's transition into WCHS is as successful as it can be

Students with an existing Education and Health Care Plan (EHCP) will have already received appropriate support as part of the application to transfer to WCHS

Identifying SEND in school

The school has several procedures for monitoring students in order to identify any students who may have special education needs and/or disabilities:

Monitoring in lessons: All teachers monitor students within lessons and have training in order to identify students who may have special educational needs and/or disabilities. If they notice that a student regularly struggles in their lesson, either academically or socially, they will pass these concerns on to form tutors or the head of year.

Year group meetings: Form tutors and heads of year hold regular year group meetings. In these meetings the teachers discuss any students who have been struggling either academically or socially. If a student is raised as a concern teachers will then monitor the student more closely in order to assess whether they are struggling due to special educational needs and/or disabilities.

Assessments and data: Students are regularly assessed within each subject area. This data is collected and heads of year and senior teachers use this data in order to identify students who are struggling in numerous subjects and may need additional support. Other data such as that relating to attendance, lateness and behaviour may also be another indicator of a student that is struggling. Please note that any of this data *may* be an indicator of a special educational need – there are lots of other causes too.



Observations: If a student is identified by teachers as potentially having special educational needs and/or disabilities the SENDCO will drop into several of the student's lessons in order to observe the student and form an initial assessment.

If a student is identified as potentially having special educational needs and/or disabilities by the school, the first step is to contact the parents of that student and for a further discussions to take place. The SENDCO will outline what has been observed by the school and discuss possible steps in order to ensure the student's special education needs and/or disabilities are fully understood and supported.

The Local Offer

The Local Offer is the term used for the support that Local Authorities provide. The London Borough of Redbridge supports the school with qualified professionals, including educational psychologists, councillors, health care professionals and other support agencies. Should a student require external support the SENDCO will liaise with these professionals.

Additional information about the Local Offer provided by Redbridge can be obtained by clicking on the following link:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>

Assessing and reviewing progress

At Woodford County High School we strive to ensure that if a student has a special educational need and/or disability, they are included in the discussion about their needs. In order to ensure that both parents and students are kept updated, meetings are scheduled during the year (or phone conversations if meetings prove not to be possible). These meetings will be scheduled once per term or annually and follow a cycle of: 'assess - plan - do - review.'

Assess: In the first meeting of the year the SENDCO, parents and student discuss if the student is struggling in school, and if so, how. The student is encouraged to speak about how they feel in school, parents are encouraged to comment upon how the student's school life impacts their home life and the SENDCO reports



what subject teachers have noticed about the student - both their strengths, and where they struggle.

Plan: Based upon these three different viewpoints - those of the student, parents and SENDCO - the SENDCO then forms a plan, setting targets or providing provision in order to support the student.

Do: Over the following term the identified actions are executed and the SENDCO monitors to see how effective they are.

Review: After a term has passed the student, the parents and the SENDCO then meet again and discuss how successful the changes have been, repeating the cycle if needed. This continues in order to ensure that the student's needs are constantly supported, as sometimes the nature of special educational needs and/or disabilities may change.

Should a parent have any concerns about their daughter's needs in between these regular meetings please contact the SENDCO so additional meetings can be scheduled.

Ensuring provision is effective

Depending on a student's special educational needs and/or disabilities there may be a need to provide additional in-classroom support. This may range from having access to a laptop in lessons or having extra time for exams and assessments. Provision is targeted at a student's specific needs and provided in order to ensure that every student is equally able to engage in lessons.

Teachers regularly feedback to the SENDCO about the effectiveness of provision, based upon whether the provision makes learning more accessible for the student. If teachers feedback that provision isn't very effective this will be passed on to the SENDCO, then discussed and reviewed in a meeting with parents.

There are currently no learning support assistants working at the school.

SEND in the classroom

At Woodford County High School we strive to develop an inclusive environment in which all students are able to learn at their full potential.

All students are taught in classes based upon their form groups in Key Stage 3 and upon the options they select in Key Stages 4 and 5. There is minimal use of



setting. Students with special educational needs and/or disabilities are always taught alongside other students in order to ensure that they are able to work and socialise with their peers. Students receiving SEN Support will have a 'summary document' written identifying important information including specific needs, challenges faced and recommended teaching strategies. The 'summary document' is an evolving document.

If a student needs additional support with their learning this may come from:

- [In classroom provision](#): this may include provision in the form of additional resources such as a laptop, changes to seating plans, additional time in exams and assessments, or other adjustments within the classroom. Teachers will be aware of strategies that will work best for the student concerned.
- [Out of classroom provision](#): this may include access to a councillor, therapist or other health care professional, who supports the student in a positive way in order to improve how they learn within school.

Teachers

All teachers receive annual training in order to ensure that they are fully aware of the special educational needs and/or disabilities of the students they are teaching. The SENDCO also aims to ensure that special educational needs remains a key feature of the school's professional development programme for all school staff.

All teachers are highly skilled in their own subject areas, and are able to plan lessons which account for students' needs and ensure they are well supported within the classroom.

Social, pastoral and welfare support

All students within the school are attached to a form group. Their form tutor is the first point of contact if they experience any social difficulties. The form tutor also maintains an overview of tutees across all their subjects, and will be aware if they are struggling. The head of year oversees a team of form tutors and meets frequently with tutors and formally every half term.

The school has both a Student Guidance and Health and Welfare team of non-teaching adults. Staff working in these areas of the school are experienced and



skilled in specific areas enabling them to play an invaluable role in the provision of social, pastoral and welfare support. They also support the work of the SENDCO in a number of ways, including working with students with SEN on a 1 to 1 or small group basis.

The school has a strict policy on bullying, and should a student feel they are being treated differently - for any reason - students should immediately inform a teacher so the issue can be dealt with.

Should a student struggle significantly with social interaction around the school there are several councillors who run sessions with students within school hours. For students with special educational needs and/or disabilities who are struggling with social integration, the SENDCO will arrange sessions in order to help students develop confidence and social awareness.

Transitions

In secondary school there are transitions between different stages of development, and for students with special educational needs and/or disabilities additional support is provided if it is anticipated that these may be difficult transitions.

Year 7 - The transition from primary to secondary

Year 9 - Choosing GCSE options

Year 11 - Choosing A-Level options

Year 13 - Deciding future pathways

The school uses mentoring and buddy systems in order to reduce anxiety students may feel about periods of transition. For options and career-based decisions meetings can be arranged with careers advisors in order to ensure that students are confident in their choices.

Concerns or complaints about SEND provision

Concerns should be raised in the first instance with the SENDCO, Mr Iain Saxton.

The School's complaints policy (SP 05.07) is available via the school website.

July 2021