

SEND'14

EDUCATION
HEALTH
SOCIAL CARE
WORKING TOGETHER

The Warwick School

	Questions	School Response
1	<p>How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>We have clear systems to identify and assess Special Educational Needs (SEN) for all stages of our students' school lives and we encourage our parents to contact us as soon as they have any concerns.</p> <ul style="list-style-type: none">• Your child's progress is monitored regularly by her/his teachers and the senior leadership team.• When we see that a student is not making expected progress in an area of learning we will identify the need for additional support. This will then be discussed with parents/carers and the student.• If you have concerns about the progress of your child you should first contact his/her subject teacher or form tutor to talk about your concerns. You can also contact our Special Needs Coordinator (SENCO). <p>Before entry in Year 7:</p> <ul style="list-style-type: none">• We collect detailed information from primary schools, including any external agencies involved and from parents• We visit our feeder primary schools and have good links with SENCO colleagues there• For pupils with the greatest need, we can set up extra visits to The Warwick during the summer term. We contact parents whose children will be part of our Year 7 Transition Group and meet together before school transfer.

		<ul style="list-style-type: none"> • All staff are given details of students’ special educational needs so that from the very first lesson they are aware of those needs. <p>On entry: We identify specific needs by</p> <ul style="list-style-type: none"> • gathering information from baseline testing carried out within the first month at The Warwick (spelling, reading and the mid-years information system test (MidYIS)) • making sure that Teaching Assistants (TAs) who support Y7 classes report information quickly to the SENCO and Head of Year • asking teachers and TAs to give feedback for our early Year 7 Parents’ Evening, where you meet with your child’s form tutor <p>Monitoring of progress and concerns takes place regularly::</p> <ul style="list-style-type: none"> • assessments in departments are reported in progress reviews and reports, allowing us to spot trends • All whole-school information is stored in spreadsheets on a central database, which allows us all to see and analyse performance data. • All specific SEN provision is recorded on a 'Provision Map' – a document which contains assessment and provision information and can be used to monitor assessment, provision, cost and progress..
2	<p>How will school staff support my child/young person?</p>	<p>All teachers have responsibility for catering for SEN as subject teachers and tutors. All managers have responsibility for managing SEN, to make sure that needs are catered for.</p> <ul style="list-style-type: none"> • Our SENCO (Special Educational Needs Coordinator) coordinates and oversees interventions, working closely with Heads of Year (HOYs), Heads of Faculty or Department (HOFs & HODs)) and subject teachers. The SENCO and Deputy SENCO make sure that information is given to parents. • When we identify the need for additional SEND-specific support to help a

student to make expected progress, parents/carers will be contacted by the SENCO and her team. A plan of support will be drawn up and shared with everyone involved.

- This individual provision plan (currently called an individual education plan) will show what sort of provision is in place, what outcome is expected, who is providing it and for how long. It lists targets that the student is working towards. Provision can include ways in which parents can assist, e.g. in helping organisation, reading, encouragement. The plan is drawn up and reviewed with the students and parents present (where possible). Copies for the provision plan are given to the student and the parent, and all teachers have access to an electronic copy.
- Staff involved in support will depend on the student's level of need and may include class teachers, Teaching Assistants (TAs), the SENCO & Deputy SENCO, outside agencies and peer support.
- TAs work alongside pupils with significant SEN.
- Our school provision map shows the range of interventions we will use. Our monitoring helps us to identify those students who will benefit from these programmes. We use interventions we know work, to support children to make and maintain good progress.
- We monitor the progress of all children receiving additional support to make sure that the provision we put in place has the impact we expect.

We gather information on an on-going basis through:

Teacher feedback in reports/progress reviews each year

- TA observations/feedback to the SENCO
- Pupil feedback
- Parental feedback: response to pupil's annual report, parent evenings, completing regular questionnaires, encouragement to contact us at the earliest opportunity if concerned
- Parental feedback through contact with the school and regular surveys

		<ul style="list-style-type: none"> • Individual Education Plan (IEP) review days • Exam result analysis
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>We believe in being as inclusive as possible in our school by offering a broad and balanced curriculum for all.</p> <ul style="list-style-type: none"> • All teachers are given information about the needs of individual students so that they can plan the learning within our curriculum to make sure that all students are able to make progress. • We use a system of setting in different subjects [English, Maths, Humanities, MFL and Technology] to provide students with the forms of teaching that best suit their ways of learning. <p>Our methods used to differentiate for individual needs may include the following:</p> <ul style="list-style-type: none"> • Differentiation through learning objective (objectives defined as to what all/most/some/a few should be able to achieve) • Differences in methods and tasks set in class and for homework • a variety of methods to use visual, auditory and kinaesthetic skills • access to different resources (e.g. write-on sheets, books, Information Technology equipment) • Modified provision in a subject to make sure that a student with disabilities can access it successfully • Additional TA support provided if necessary to assist students with access • Additional specialised small-group teaching
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my</p>	<p>We very much value your role as the parent in helping your child to succeed at school.</p> <p>Ways in which all parents can know how their children are doing include:</p> <ul style="list-style-type: none"> • Talking with their children

	<p>child's/young person's learning?</p>	<ul style="list-style-type: none"> • Looking at their exercise books, and noting grades reported for attainment and study skills and attitudes • Reading school reports and progress reviews • Attending Parents' Evenings • Contacting subject teachers by school email or telephone to discuss concerns <p>For parents whose children have additional identified needs:</p> <ul style="list-style-type: none"> • Students with SEN have an additional Individual Education/Provision Plan (IEP/IPP) which sets out measurable targets and provision, alongside measurements of success. • Parents/carers of students with an IEP/IPP will be invited to three meetings a year to discuss the support that we are providing and how they can help their child at home. • In this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better. Your child's teachers will have provided comments which are shared at this meeting. The student is at the heart of this process and always attends. If you as a parent are able to, also, this is much appreciated. We will set targets together, which will be reviewed at the next meeting. <p>Parents are always encouraged to contact us at the earliest opportunity to express any concerns.</p>
<p>5</p>	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>We know how important it is for our students to feel safe and happy in school, in order to reach their full potential.</p> <ul style="list-style-type: none"> • All students are supported with their social and emotional development through the curriculum. • Form tutors, subject teachers, Heads of Year, Teaching Assistants, the SENCO, Deputy SENCO and the Pastoral Co-ordinator all work together to support

every student's overall well-being.

- Specialist services will be contacted for specific support if needed. Students and parents/carers are consulted before any referral is made.
- Students are able to refer themselves to our independent school counsellor.

We have a wide range of support systems for every student:

PASTORAL

- There is a strong pastoral system of support for all students
- Students generally stay in the same tutor group and where possible keep the same tutor and Head of Year during their time with us
- Year group activities/rewards are organised to help social integration and commitment to the school community
- Older students are trained as 'peer mentors' and allocated to tutor groups

MEDICAL

- Administration of medicines is organised through First Aid trained office staff.

SOCIAL

- A range of social support is given by our Support Centre, TAs, TA mentors, peer support and a wide range of lunchtime and after-school clubs.

BEHAVIOUR

- The school aims to have a kind and caring ethos.
- Whole-school systems make sure all students are aware of the expectations, sanctions and rewards with respect to behaviour (e.g. reward trips for good attendance and punctuality).

Additional support can include:

- TAs to support students within lessons
- Educational Psychologist involvement
- Sessions with Teaching Assistants (TAs) who have been fully trained as Emotional Literacy Support Assistants (ELSAs)
- Solution focused sessions

		<ul style="list-style-type: none"> - Restorative justice sessions - Support Centre support - Education Welfare support <p>STUDENT VOICE</p> <p>Our students are actively encouraged to express views, talk them through with peers/staff and we have an active School Council.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We recognise the need to refer pupils to specialists in certain cases.</p> <p>Our in-school specialists include a fully qualified SENCO and Deputy SENCO, a Transition Group teacher for Year 7, a visiting school nurse and an independent Student Counsellor.</p> <p>Our Teaching Assistants have a wealth of experience and knowledge in supporting students with a wide range of differing learning needs across both late primary and secondary age ranges. Many TAs have undertaken specialist training in SEN-related areas such as phonics, dyslexia, ASD and emotional literacy support, and all take part in regular specialist training organised by the SENCO and her team. TAs with specific speech and language training and handwriting training run intervention groups with students.</p> <p>All staff undertake the required regular Safeguarding training.</p> <p>A wide range of specialist services is part of our network of external support, and they are contacted whenever needed. Examples include:</p> <ul style="list-style-type: none"> • Learning and Language service (LLS) • Educational Psychology - We have access to a named Educational Psychologist, who is part of the SE Surrey specialist advisory and assessment team. • Child and Adolescent Mental Health Service (CAMHS) • Autistic Spectrum Disorder (ASD) Outreach service

		<ul style="list-style-type: none"> • Race, Equality and Minority Achievement (REMA) service • Surrey Youth Support Service (YSS) • Physical and Sensory Service (PSS) • Advisory Teacher for Hearing Impairment (HI) <p>A Multi-Professional Team meeting is held each term to list new referrals, discuss provisions in place and review progress.</p>
7	<p>What training has the staff supporting children and young people with SEND had or are having?</p>	<p>Initial teacher training always includes support for SEN, but we are conscious of the need to continually up-date our own knowledge and expertise in the area.</p> <ul style="list-style-type: none"> • The SENCO and Deputy SENCO are fully qualified teachers who have long experience working with students with SEND within the mainstream setting. They attend relevant training courses run both locally and nationally and update their specialist knowledge regularly. They provide training for colleagues in school. • The Teaching Assistant Team receives regular training from specialist services linked to the school. Current training has included: <ul style="list-style-type: none"> - Emotional literacy support - Solution-focused techniques - Supporting students with ASD - Supporting students with ADHD - Supporting students with EAL needs - Managing challenging behaviour - Phonics training - specific literacy difficulties - Speech and Language Support - Evacuation chair training
8	<p>How will my</p>	<p>We believe that pupils benefit enormously from planned activities outside the</p>

	<p>child/young person be included in activities outside the classroom including school trips?</p>	<p>classroom. The school has a firm commitment to inclusion and, wherever possible, arrangements are made to allow all to take part.</p> <ul style="list-style-type: none"> • All students are encouraged to take part in school trips and activities outside the classroom. • All accompanying staff are briefed fully about any SEN and medical needs. • An additional individual risk assessment may need to be drawn up, if the student's individual needs mean that additional safeguarding is necessary, to help with access to the activity. • A student will not be included in such activity only if the school is specifically advised against participation by the parents/carers, or if the risk assessment is unable to be put into practice without creating an unmanageable risk for all other students taking part.
<p>9</p>	<p>How accessible is the school?</p>	<p>The school has not been purpose-built to provide for accessibility but changes have been made to make it more accessible.</p> <ul style="list-style-type: none"> • The school is arranged mainly on two floors, with three floors in the central building. The second floors in the North, East, West and Central blocks are accessible for wheelchairs by taking outside routes, but there is no wheelchair access to the second floor in the South block, or the third floor in the central block. • There is one lift, in the North block. • There are ramps into each school building. • The school has disabled toilet facilities. • The school now has evacuation chairs placed by the main stairwells, which are for use in emergency fire drills and evacuations. • For hearing needs, external specialists advise the school on best practice and provide and maintain equipment where necessary.

		<ul style="list-style-type: none"> • Our English as an Additional Language (EAL) Co-ordinator works with students with EAL needs and keeps class teachers up to date with strategies and advice. She liaises with our REMA consultant regularly. • Areas which have been identified as more difficult to see by visually impaired people have clearly painted lines. • For parents/carers whose first language is not English or who have learning needs or disabilities, the school will try to meet their needs e.g. by inviting a friend or family member to translate, or arranging the meeting in a wheelchair-friendly location.
10	<p>How will the school prepare and support my child/young person to join the setting school, transfer to a school or the next stage of education and life?</p>	<p>We know how important it is to help all students to make a smooth transition to our school and for parents to have as much information and guidance as possible to support them.</p> <ul style="list-style-type: none"> • Our Pastoral Team links with our feeder primary schools to gather information about all students before they join Year 7. The Head of Year visits the new students in their primary setting and invites them to the Induction Day, held in July of Year 6. The SENCO and SEN Team liaise with primary SENCOs, to gather specialist information. • All students attend an Induction evening and Induction day in the summer term before joining us • Primary SENCOs advise us if any students need more than one induction visit to the school, and this is arranged. Teaching assistants from the primary school accompany the Year 6 students. • We hold a ‘summer school’ in the summer before entering Year 7, which helps many students gain even greater familiarity with their new school, before September. • We invite potential parents and students into the school for tours where they can see the school at work and ask questions • Information packs about the school are given to all students and their parents.

		<p>Moving from school onto another setting can be an ordeal for any student. We try to make the transition as smooth as possible for all by supporting students in making their decision about where to go and preparing themselves for the move.</p> <ul style="list-style-type: none"> • There is a clear system for passing on information to any student's new school (in Years 7-11), which is organised by the Head of Year. The SENCO makes sure all SEN information is sent to the new SENCO. • All students are supported in their transfer to post-16 education and training by our PHSE programme, their form tutors, subject teachers and our Student Pathways Manager. • All students attend 'taster days' at our two most local colleges, in the summer term of Year 10 • Colleagues from post-16 colleges liaise with us and gather information in the summer term of Year 11. • Our SENCO liaises with SENCOs in post-16 colleges to make sure that specific information about provisions needed by students with SEND reaches everyone who needs to know. For students whose Statements of SEN finish on leaving school, an ILP (Individual Learning Plan) is written with the Student Pathways Service and is passed on to the post-16 provider. • Our Learning Support team arranges small-group visits to local colleges for any students with SEN who need additional support, once their GCSE exams have finished. This is to build extra confidence and to give reassurance.
11	<p>How are the school's resources allocated and matched to children's/young people's special educational needs?</p>	<p>The school makes sure that funds allocated for SEN are spent appropriately.</p> <ul style="list-style-type: none"> • All finances are monitored closely and resources are used to support the strategic aims of the school as well as individual learner needs. • We work to make sure we have value for money and interventions are costed and evaluated. • Our budget is allocated according to our Provision Management system and

		resources are matched to identified additional individual needs.
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>There is a clear decision-making process for allocation of support.</p> <ul style="list-style-type: none"> • Advice is taken from primaries and external agencies/parents • Assessments are done internally in school to inform this process • Teacher assessments are considered • TAs give feedback to the SENCO on observation in class • Allocation is made based on the level of need which is described as Wave 1, Wave 2 or Wave 3 (which was School Action, School Action Plus and Statement). • Statement recommendations are implemented as a priority • We expect all staff to deliver Quality First inclusive Practice (Wave 1). • If additional SEND support needs to be provided, this is put into place after consultation with the relevant staff, the student and their families. • All interventions are monitored for impact and outcomes are clearly identified at the start. This happens for every form of intervention, for any student. • The SENCO oversees all additional SEND-specific support (Wave 3) and monitors rates of progress for every student involved.
13	<p>How are parents involved in the school? How can I be involved?</p>	<p>Parents are always encouraged to contact the school with any concerns.</p> <ul style="list-style-type: none"> • We operate an open door policy and encourage home-school-student partnership, to support every student's learning, progress, needs and aspiration. • Parent/carers are encouraged to contact their child's form tutor, subject teachers and Head of Year by email or telephone. • A student Record Book is used as a regular way of communicating form tutors and teachers. • We hold parent focus groups in order to listen to any parental concerns and

		<p>suggestions.</p> <ul style="list-style-type: none"> • Our Governing Body includes Parent Governors. • The WSSA (parent-staff association) is open for all parents to join and support. <p>There are many opportunities to come to the school for information and discussion, including the following:</p> <ul style="list-style-type: none"> • Parents' Evenings • Option Choice evening • Opportunities Week • Opportunity to accompany trips • Individual Education Plan (IEP) review days
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's subject teacher or form tutor, depending on the nature of the query. Whoever you contact will be able to pass on your query to the appropriate colleague, should that be needed. • For specific SEN concerns, please contact our SENCO or Deputy SENCO. • The main school switchboard's number is 01737 764356. For admissions enquiries: Mrs McGrain For pastoral enquiries: Mrs E O'Hara, Deputy Head For SEND-specific queries: Mrs K Scarsbrook, SENCO & Miss B Weller, Deputy SENCO