

**Statutory Policy**

Initial Policy: September 2014

Policy Updated: Feb 2016

Next Review: Oct 2017

Key Person: STM

Directors Approved: 08.02.16

## **Policy for Special Education Needs and Disability (SEND) Provision**

### **Principles**

Many students experience learning difficulties at some stage of education, such as: cognition and learning; physical and sensory; social, mental and emotional health or communication and interaction. Our philosophy is based on the belief that all students are of equal worth and should have an entitlement to equal opportunities.

An underlying principle that informs the schools SEND policy is that of inclusion. All students are valued for what they can bring to the school and are entitled to take part in all that the school offers. We are committed to making this accessible to all our students given the resources available. There is recognition of students' differences, and the provision of appropriate learning opportunities, matching work to the needs of students. This will enable students to make good or better progress towards their targets and achieve their potential. We promote the support of students with SEND within the classroom, ensuring full access to the curriculum. However, at times, students with SEND may require more specialised teaching, which may be provided outside the classroom.

These needs should be met through a continuum of provision by either specific or more general intervention. The school endorses the principle that all teachers are teachers of students with special educational needs and disabilities.

### **Aims of Wildern School**

Wildern School recognises that every teacher is a teacher of every child or young person, including those with SEND.

The SEND policy seeks to support the guiding principles of care, opportunity and quality. In order to ensure that no child is left behind we recognise the need to:

- Create a supportive environment that enables students to make rapid and sustained progress ensuring they have every opportunity to fulfill their potential.
- Create a learning climate in which Quality First Teaching meets the needs of all students, including those with Special Educational Needs and those in vulnerable groups. This will be achieved through employing a range of differentiation strategies, teaching styles and resources.
- Ensure early identification of SEND at any point in the student's school career and implement Wave 2 and 3 provision in order for students to catch up with their learning.
- Enable all staff to meet identified student-needs through efficient communication systems and Professional Development.

### **Objectives of the Learning Support Department**

The Learning Support Department offers its resources and expertise to:

1. Identify and provide for students who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole student, whole school" approach to the management and provision of

support for special educational needs.

4. Provide support and advice for all staff working with students with special educational needs.

We aim to support all stakeholders to encourage and facilitate inclusion in academic, social and extra-curricular activities.

## **Practice**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (Date TBA)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Supporting Students at School with Medical Conditions (including First Aid)

This policy was created by the School's SENCo with the SEND Director (Governor) in liaison with the SLT, all staff and parents of Students with SEND. This is in line with the reforms recommended in the new COP (Code of Practice) which promotes collaboration and consultation. The policy outlines the implementation of special educational needs provision within the school for the current year 2014/15. In addition to the policies listed above, the SEND policy should be read alongside other school policies dealing with for example, behaviour, assessment and bullying.

## **SENCo**

Sarah Giller: PGCE, National Award for SEN Coordination (in accordance with Clause 64 Children and Families Bill, 2014)

Telephone: 01483 779457

## **Learning Support Staff**

- Jo Fleeman (Deputy SENCo) PGCE, MA in Inclusive Education
- Jan Pointin (Learning Needs Coordinator) BA (Hons) CAES
- Sharon Cready (Administration Assistant)
- Teaching Assistant Team

## **Line Managers for Learning Support Department**

- Steve Mann, Deputy Headteacher
- Karen Wigley, Link Director (Governor)

## **Purpose and Rationale of SEND Policy:**

To inform and guide all stakeholders about the philosophy, principles and procedures that support students with special educational needs and disability across the curriculum, enabling them to meet individual needs and remove barriers to learning.

This policy aims to:

- Describe and promote the school's philosophy on special educational needs and disabilities.
- Promote an understanding of, and provide guidelines for, the responsibilities of all staff towards students with SEND; to ensure equality, access, inclusion and quality provision where all students enjoy a broad, balanced and relevant education, which meets individual needs.

## Identifying Special Educational Needs and Disability

Individual special educational needs are identified, met, monitored and reviewed through the Graduated Approach of assess, plan, do and review.

The following are the four broad categories of need, as outlined in the Code of Practice 2014:

- Cognition and Learning (C&L)
  - Difficulties may include: dyslexia; dyspraxia; dyscalculia; auditory processing; visual processing and dysgraphia
- Social, emotional and mental health difficulties (SEMH)
  - Difficulties may include: Attention Deficit (Hyperactivity) Disorder (AD(H)D); anxiety; Oppositional Defiance Disorder (ODD); Obsessive Compulsive Disorder (OCD) and Attachment Disorder
- Communication and interaction (C&I)
  - Difficulties may include: speech, language and communication needs (SLCN); Autistic Spectrum Disorders (ASD), e.g. Asperger's Syndrome and Pathological Demand Avoidance (PDA)
- Sensory and/or physical needs (S&P)
  - Difficulties may include: visual and/or hearing impairment (VI/HI) and sensory processing

An explanation of the criteria used at Wildern School to identify SEND can be found in Appendix 1: Identification of SEND.

The following areas are NOT SEND, but may impact on progress and attainment;

- Attendance and Punctuality.
- Health and Welfare.
- EAL - Whilst we will endeavour to support students with English as an Additional Language (EAL) this alone does not constitute a special educational need.
- Being in receipt of Student Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/Servicewoman.

## Graduated Approach to SEND Support

*The Children and Families Act 2014 Section 20 defines when a child or young person has special educational needs and disability. This is when they have either a learning difficulty or a disability and may need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision that is additional to or different from that generally made for others of the same age in mainstream schools.*

A student will be placed on the SEND Register if they have an identified need, whether this can be met with High Quality Inclusive Teaching or whether the student requires specific intervention. Students' main areas of need [see above] and allocated provision will be indicated on the register. Students with Statements of Special Educational Needs and/or Disabilities and students with a Single Education Health and Care Plan (EHCP) will be identified as such on the Register.

Students whose needs do not meet the criteria for inclusion on the SEND register will be placed on an information register so that staff are aware of specific needs and how to support them through High Quality Inclusive Teaching.

The Graduated Approach is characterised by:

- High Quality Inclusive Teaching [HQIT or Wave 1] – the vast majority of Special Educational Needs can be met through high quality inclusive teaching. See school policy on Teaching and Learning for further information.

- Wave 2 intervention programmes designed for students to catch up in small groups, such as Paired Reading Scheme, Accelerated Reader or group emotional literacy support.
- Wave 3 intervention programmes individually designed, for example, one to one, Rapid Plus, Lexia or individual emotional literacy support.

Staff are provided with Student Profile Sheets which detail individual needs and appropriate strategies to be employed by teaching staff.

For detailed rationale and process for intervention, please refer to the Intervention Guidelines in Appendix 2.

Students' progress will be closely monitored and further advice may be sought from external agencies, for example the Educational Psychology Service, if a student is failing to make adequate progress.

Conversely, where an intervention enables a student to make better than expected progress, they may be removed from the special educational needs register and placed on the information register.

### **Special Facilities that Increase or Assist Access to the school**

The school aims to meet all the needs of students in its catchment area. The Learning Support Department will make reasonable adjustments in order to accommodate specific students' needs. (See Appendix 3).

At the present time, the following provision is available:

- Access to all buildings for wheelchairs via ramps where necessary.
- A lift in Block 3 which provides access to Science, Mathematics, Information Technology and English and a lift in the D.@rt Centre providing access to Music rooms, Dance and Media Suite.
- Timetable changes enable wheelchair users to attend all lessons.
- Students who require regular physiotherapy will be accommodated.
- There are toilets for the disabled in Blocks 2, 6, 9, The Lyceum and the D.@rt Centre.
- There is a toilet and shower for the disabled in the Leisure Centre and special steps into the swimming pool.
- The physical educational programme is tailored to meet individual needs.
- Advice will continue to be sought to improve resources through our links with Hampshire Advisory Service.
- The school works closely with external agencies to assess individual needs and to ensure that appropriate support and resources are made available in order to provide the best educational opportunities for all students.

### **Use of Finance Resources**

The funding for special needs is in accordance with County Guidance, see Funding for Special Educational Needs in Mainstream Schools. This funding provides Teaching Assistant (TA) support, interventions and staff training.

### **Identification and Assessment**

Students at Wildern School will only be identified as having Special Educational Needs and Disability if a student's 'learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.' (Code of Practice 2014, Page 94 Section 6.15).

The school's general arrangements for assessing and reporting will contribute to the identification of SEND students.

#### Prior to Transition:

- A standardised transition form is used by each linked school to record details of SEND students.
- Meetings between linked primary schools and Wildern SENCo.
- Learning Support staff attend statement annual reviews/Inclusion Partnership Agreement (IPA) meetings of students in Years 5 and 6.
- Liaison between Learning Support Department and parents.

#### On entry to Wildern:

- Students take reading, spelling and cognitive ability tests (CATs).
- An examination of Key Stage 2 data.
- A review of IPAs in the Autumn Term.

#### Whilst on roll at Wildern:

- Monitoring of student progress by teaching staff and Learning Support Department.
- Reports sent to school by Local Authority external agencies, e.g. Child and Adolescent Mental Health Services (CAMHS), Education Psychology Services and Occupational Therapy.
- Students may be referred for additional tests or assessment, e.g. the Dyslexia Portfolio or the Dyslexia Screening Test (Harcourt Assessment).
- Creation and implementation of Student Profile Sheets.
- Annual Reviews for students with a statement/EHCPs.
- See Access Arrangements Policy (Appendix 4).

### **Support Systems in School**

Wildern School has a range of resources for students with Social, Emotional and Mental Health (SEMH) difficulties. These include:

- The Learning Hub
- Student Support
- Keyworkers/mentors
- Lunchtime and break time support
- Homework club
- ELSA
- School Counsellor

For further details regarding how we support students' wellbeing, please refer to Wildern School SEND Information report. (Appendix 5).

### **Staff Training**

Within school, staff training occurs informally, through day-to-day contacts between staff and formally in the following ways:

- Continuous Professional Development Days
- Genius workshops
- School Improvement Groups
- Department meetings
- Working lunches
- Induction
- External providers
- Strategies booklets for teaching students with a variety of needs

### **Supporting Students and Families**

Partnership with parents is highly valued at Wildern School, and their participation in supporting the child with special educational needs is of paramount importance and is actively sought by the Learning Support Team.

Where necessary, we will provide access to other agencies to support the family and student.

Parents will be kept informed about their child's progress and changes to provision through parents' evenings, Inclusion Partnership Agreement or Annual Review in the case of students with a Statement or EHCP.

Wildern School has a statutory duty to provide a SEND Information Report (Appendix 5) which is our contribution to the Local Authority's Local Offer. This can be found at [https://www.wildern.hants.sch.uk/attachments/073\\_SEN%20Information%20Report.pdf](https://www.wildern.hants.sch.uk/attachments/073_SEN%20Information%20Report.pdf)

### **Admission Arrangements for Students with Special Educational Needs and Disability who do not have a Statement or EHCP**

The admission of all students, including those with learning or emotional difficulties whose needs are not accommodated by a statement/EHCP, will be subject to the School's Admissions Policy, which has been adopted by the school. This policy in no way discriminates against students with special educational needs. In the case of students with non-stated physical difficulties, the same standard criteria will apply. (See Wildern School Admission Policy).

Close liaison with linked primary schools prior to admission is maintained to ensure maximum information is obtained, enabling staff from the Learning Support Department to have specific strategies in place for individual students, if needed.

Appropriate transition programmes will be arranged for students who require a longer period to adjust to the demands of Wildern.

### **Links with other Schools and Arrangements for transition between schools and further education schools**

Information from linked primary schools is valued and forms the basis for initial assessment of need and allocation of resources. Students with EHCPs have an on-going transition plan that addresses their future needs and action to be taken. (See SEND Information Report Appendix 5).

### **Supporting Students at School with Medical Conditions**

- Wildern School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEND or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.

For further information please refer to the school's policy for supporting students with medical conditions.

### **Accountability Evaluation the Success of the Policy**

The School's SEND Director (Governor) assisted by the SENCO will be responsible for collecting data and providing feedback to the planning and curriculum group of the Board of Directors (Governing Body). Where possible the school's objectives for SEND will be linked to specific measurable outcomes and indicators. Key indicators will be:

- Evidence from data scrutiny and academic or annual reviews that targets are reached and progress is being made.
- For stated students/ students with EHCPs, progress recorded on statement review and transition plans.
- Evidence from school reporting systems, internal and external examinations results.
- Feedback from parents, informal and formal - recording this in student's files, on communication slips and review forms.

- Increased self-confidence and independence of individuals and a settled school atmosphere.
- Evidence that CPD (Continuing Professional Development) has taken place and that recipients have expressed their assessment of value.
- Evidence of access to a broad and balanced curriculum demonstrated by fewer difficulties arising in lessons and in homework - feedback from students, staff and parents, settled classes, fewer class-based behavioural problems.
- Examination results at GCSE, alongside effectiveness of examination support (access arrangements).
- Long-term evidence from external inspections from OFSTED.
- The quality of teaching and curriculum monitored through school's performance management systems and Quality Assurance procedures and through school improvement plan.

### **Responsibilities of Board Of Directors (Governing Body) and Headteacher**

In accordance with the 2014 Code of Practice, the Board of Directors (Governing Body) in cooperation with the Head Teacher of Wildern School, take overall responsibility for the school's SEND policy. The statutory duties and responsibilities of the Board of Directors (Governing Body) are to ensure:

- The necessary provision is made for any student who has SEND.
- Where the responsible person, the Headteacher or the appropriate director (governor), has been informed by the Local Authority (LA) that a student has SEND, those needs are made known to all who are likely to teach them.
- Teachers in the school are aware of the importance of identifying, and providing for, those students who have SEND.
- Students with SEND make good or better progress in their studies and participate in a broad and balanced mainstream curriculum provision insofar as can reasonably be expected with available resources.
- Students with SEND have appropriate access arrangements for public examinations in order to narrow the achievement gap between students with SEND and other students at the school.
- Reporting to parents on the implementation of the school's policy for students with SEND.
- Parents are notified about any additional provision for children with SEND.

### **Arrangements for Considering Complaints**

Parents are always welcome in the Learning Support Department by appointment to discuss provision. Please see the front page of this policy for contact details. Any parent who is dissatisfied with the provision will be made aware of the school complaints system by request. Whenever possible, the Learning Support Department wishes to comply with requests for support.

**Linked Policies;** Admissions Policy  
 Behaviour for Learning  
 Equality Policy  
 Health and Safety at Work - Community  
 Health and Safety at Work  
 Pupil Groupings  
 Safeguarding – Community (users of the School Site)  
 Safeguarding  
 Single Equality Statement  
 Supporting Students at School with Medical Conditions (Inc. First Aid)  
 Teaching and Learning

# Appendix 1

## Policy for the Identification of SEND

Section 6.15 of the Code of Practice 2014 states: '*A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.*'

Wildern School assesses each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. We then seek to identify students making less than expected progress given their age and individual circumstances.

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.

Some students may be placed on the SEND Register by their previous school. These students will remain on the Special Needs Register at Wildern School and their progress is closely monitored. If the student makes sufficient progress, we will remove them from the special needs register and place them on our 'Information' list so that staff remain aware of any difficulties the student may have.

Through our pastoral program we monitor progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where concerns are raised, the first response to such progress is high quality teaching or mentoring support targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher or Director of Progress and Achievement (DOPA), working with the SENCO, will assess whether the child has SEND.

The broad areas of need for SEND are:

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Students with particular difficulties with reading and spelling will be placed on the SEND Register if their Standardised Score is below 78.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

## **APPENDIX 2**

### **Wildern School Learning Support Department Literacy Intervention Policy**

**Rationale:** The Learning Support Department is committed to ensuring that all students have the necessary literacy skills to access the wider curriculum. The department recognises that, at times, some students without special educational needs may need support in reading and spelling.

The aim of this policy is to clarify strategies and procedures for supporting students. It is organised in the following sections:

- 1) Testing to identify students
- 2) Thresholds for Support
- 3) Interventions
- 4) Monitoring

#### **1) Identification of students.**

Students joining Wildern after the start of term will be assessed on entry.

#### **Testing in Year 7**

All students will be baseline tested on entry to Wildern School using Access Reading Assessment and Helen Arkel Spelling Assessment. Students will be selected for Wave 3 intervention if they meet the qualifying criteria (See section 2). Students identified by feeder schools as having SEND relating to Cognition and Learning, but who have not met the threshold for Wave 3 intervention, will be reassessed in February to ensure they are making suitable progress through effective High Quality Inclusive Teaching.

The following groups of students will be assessed in the final week of June to enable early identification for year 8 interventions:

- 1) Students on the SEND or Information register for Cognition and Learning.
- 2) Students who are in English sets 4, 5 and 6.
- 3) Any other student who has received intervention support for reading/spelling through the year.
- 4) Any students flagged by the English department whose reading/spelling is a cause for concern.

#### **Testing in Years 8, 9 and 10**

Students in these years will be selected for intervention in the first instance by the data gathered from the June assessments the previous year. Summer assessments will be run according to the same criteria stated for Year 7 students.

#### **Testing in Year 11**

In order to avoid unnecessary testing in Year 11, only students receiving interventions will be assessed as part of the intervention monitoring process.

**Students may be recommended for testing at any time if the English Department has concerns about a student's progress.**

**Students' eligibility for support will be monitored (see section 4). Some may have made sufficient progress to move to Wave 1 or 2. The flow diagrams in the following section demonstrate the process.**

## 2) Thresholds for intervention

### Reading

Thresholds for intervention will vary from year to year depending on capacity. The LS department aims to support as many students as capacity allows. It is widely believed that students with a reading age of 10 years 6 months and above, have functional reading ability and may need interventions related to inference and analysis of texts. These interventions will be better provided by the English department, but all departments should focus on these skills when working with text.

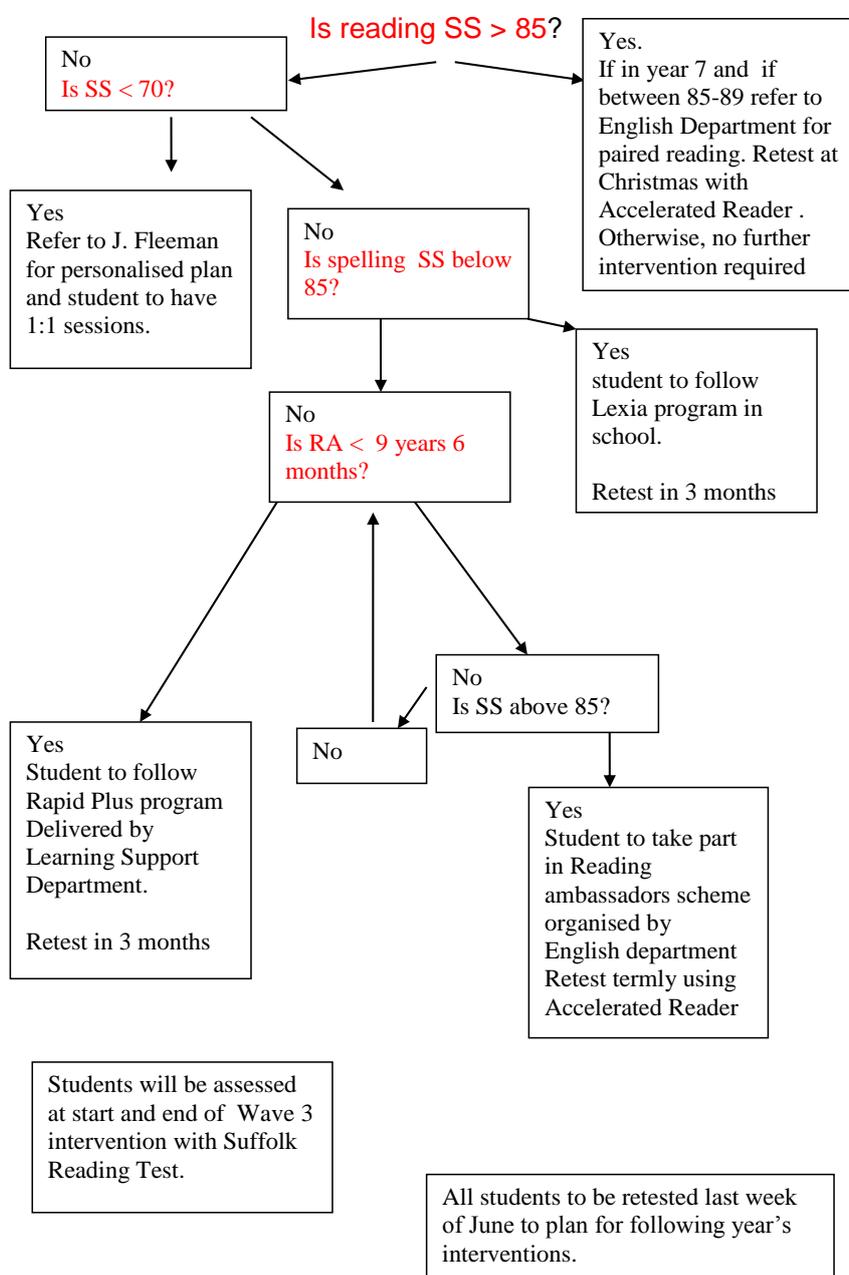
### Year 7 Reading

Students with a Standardised score of 85-89 will take part in Paired Reading Interventions in the English Department. Learning support will provide Wave 3 interventions for student with SS below 85 or for those with an EHCP where support is specified.

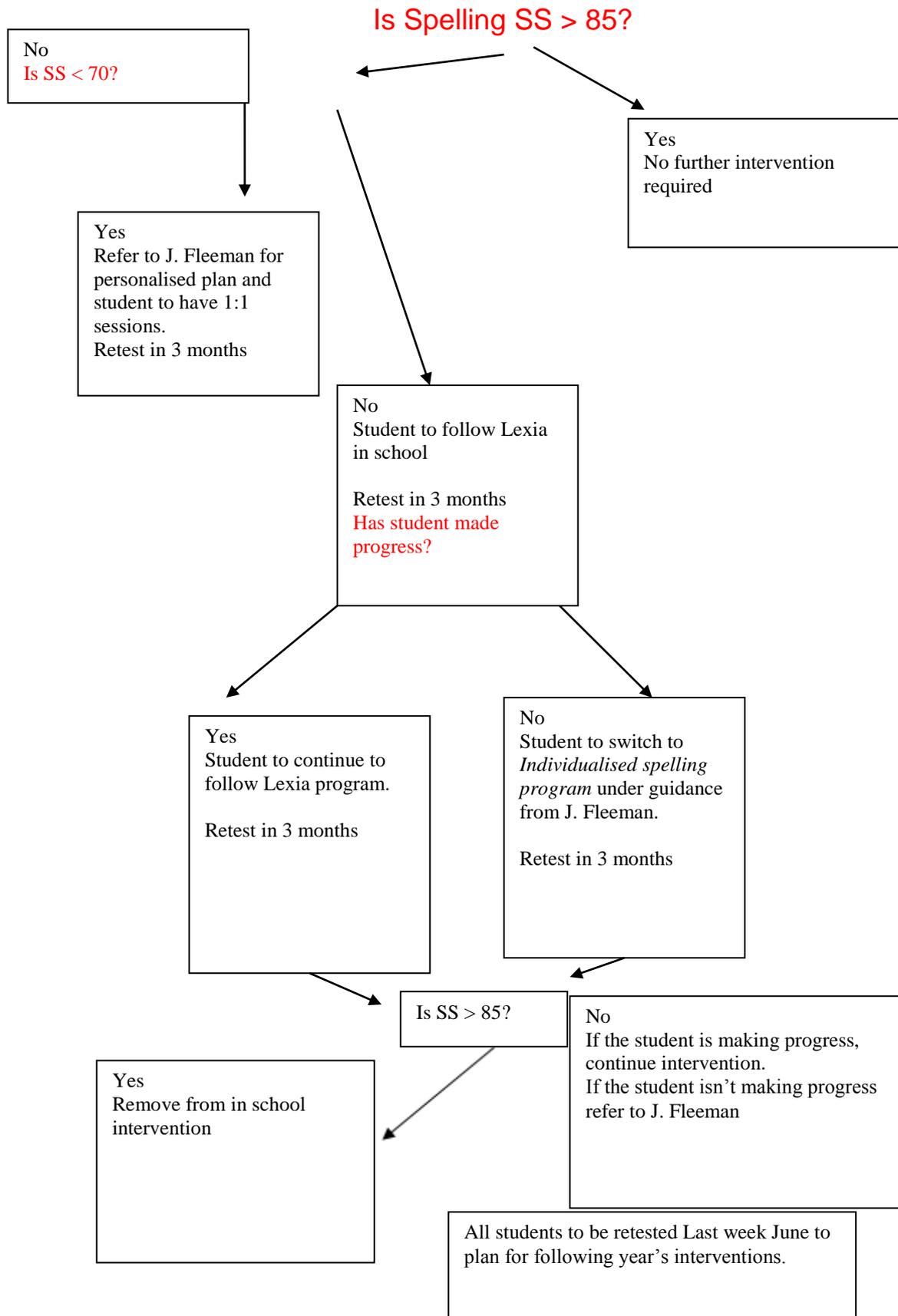
### Year 8, 9, 10 and 11 Reading

Learning support will provide Wave 3 interventions for student with SS below 85 or for those with an EHC Plan where support is specified.

### Reading Intervention Flow Diagram



# Spelling Intervention Flow Diagram



## **Spelling**

The Learning Support Department will endeavour to support all students with a standardised score below 85. If there is insufficient capacity, students will be offered access to an appropriate intervention from home.

### **3) Interventions**

Careful consideration will be made when selecting interventions.

#### **Area of need: Reading**

##### **Frequency: 3-4x30 minutes per week**

Where reading is the primary area of weakness, students with a reading age of 9 years 6 months and below will be placed on the Rapid Plus program (Wave 3 intervention). Other students will follow Lexia intervention. In Year 7, students with a SS between 85 and 89 will do paired reading with Peer Reading Mentors. Group reading and peer reading mentors will be overseen by the English department.

#### **Area of need: Spelling**

##### **3x20-30 mins each week**

Where spelling is the primary area of weakness, students will be put on Lexia reading program, which also addresses spelling.

#### **Area of need: Reading and Spelling.**

##### **3x 20-30 mins each week**

Students -whose spelling and reading are an issue (where neither is a relative strength) will be put on the Lexia program.

### **Intervention organisation**

Year 7 and 8 will have interventions during lesson times, avoiding core subjects where possible.

Year 9, 10 and 11 will have their interventions during registration.

Where clashes between LS and English department exist when selecting students for interventions, priority for registration interventions in Year 11 will be with English Department interventions. In years 9 and 10 priority will go to Learning Support interventions.

**Where LS interventions clash with Maths interventions then LS will endeavour to move interventions to a different time. Should this fail, the student will be given a Lexia login to use at home.**

#### **4a) Monitoring Reading**

Students beginning intervention in September will be reassessed in November.

- a) Students who have made progress, but have still got a RA below 9 years 6 months will continue to follow Rapid reading or Lexia.
- b) Students who have made progress and have increased RA SS to above 85 months will move to Paired Reading intervention in the English Department.
- c) Students who have failed to make progress and who have a RA below 7 years will have a personalised plan designed by Deputy Senco (Mrs Fleeman).
- d) Other students who have failed to make sufficient progress (ie have failed to close the gap between CA and RA) will continue intervention and will be reassessed in February. If they still have failed to make progress then intervention program will be reviewed and a personalised program may be written by Mrs Fleeman.
- e) Students who have made progress and have a standardised score of above 90 will move off the intervention program.

All students undertaking interventions in February will be reassessed at that time.

#### **4b) Monitoring Spelling**

- a) Students who have made progress, but who have a SS below 85 will continue to follow Rapid reading or Lexia.
- b) Students who have failed to make progress and who have a RA below 7 years will have a personalised plan designed by Deputy Senco (Mrs Fleeman).
- c) Other Students who have failed to make sufficient progress will continue intervention and will be reassessed in February. If they still have failed to make progress, the intervention program will be reviewed and the student may move to a personalised programme overseen by Mrs Fleeman.
- d) Students who have made progress and have a standardised score of above 85 will move off the Lexia program, but will be invited to continue to use the program at home.

## Appendix 3

ACCESSIBILITY PLAN - September 2015 to September 2016

### Wildern School

*ADVICE: This document provides a framework on which schools and academies can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. You are recommended to undertake an Equality Impact Assessment of the completed Accessibility Plan to ensure you have considered implications for all those with Protected Characteristics that attend or visit your school.*

1. The Accessibility Plan has been drawn based upon information supplied by the Local Authority (or site surveyor), and in conjunction with students, parents, staff and governors of the school<sup>1</sup> and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. "Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA- Disability Discrimination Act 1995 Part 1 para. 1.1.) This definition was amended and broadened by the Equality Act Oct 2010
5. People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis. For a mental impairment the need for it to be clinically well recognised has been removed. The Equality Act recommends that all students with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities. ( The term 'Long Term' is generally taken to mean of more than 12 months duration)
6. Wildern School uses the "Social Model of Disability" as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled".
7. This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

8. The Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum within a reasonable timeframe;
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
9. The Accessibility Plan relates to the key aspects of the curriculum, the physical environment and written information.
10. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
11. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Curriculum Policy
  - Teaching and Learning Policy
  - Equality Policy
  - CPD Policy
  - Health & Safety at Work Policy (including off-site safety)
  - Special Educational Needs and Disability Policy
  - Behaviour for Learning Policy
  - School Development Plan
12. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the Board of Directors. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of the next prescribed period of the Accessibility Plan.
13. The terms of reference for all Directors' (Governors') committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
14. The School's complaints procedure covers the Accessibility Plan.
15. The Accessibility Plan will be published on the school website.
16. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.

- 17. The Accessibility Plan will be monitored through the Directors (Governors) School Improvement Committee.
- 18. The school will work in partnership with the Local Authority, where appropriate, in developing and implementing this Accessibility Plan.
- 19. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

DATE \_\_\_\_\_

Review date \_\_\_\_\_

**WILDERN ACCESSIBILITY PLAN - September 2015 to December 2016 : Improving the Curriculum Access**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To develop a CPD programme (through Genius Sessions and Working lunches) to ensure staff are knowledgeable in terms of the needs of students with disabilities and strategies to support them	Staff training requirements identified Guest speakers, school nurse, link professionals, inset Strategies Booklet distributed to all staff	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum  Monitored by: <ul style="list-style-type: none"> <li>• TA feedback forms</li> <li>• Learning walks by SENCo and deputy</li> </ul>	September 2016	Access to an appropriate curriculum for all students and these students making progress in line with national expectations.
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment that comply with all current and future legislative requirements  Monitored by: <ul style="list-style-type: none"> <li>• Booklet and exemplars of risk assessments available.</li> </ul>	September 2016	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all students
To ensure classrooms are optimally organised to promote the participation and independence of identified students	Implement a preferred layout of furniture and equipment to support the learning process identified students	Lessons start on time without the need to make adjustments to accommodate the needs of individual students  Monitored by: <ul style="list-style-type: none"> <li>• TA feedback forms</li> <li>• STA reports</li> </ul>	September 2016	More time available for students to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	To provide Governors with a copy of the Equality Act 2010 and present the Accessibility Policy and Action Plan	Whole school community aware of issues relating to Access and Disability  Monitored by: <ul style="list-style-type: none"> <li>• Governor minutes</li> </ul>	December 2016	The school community will benefit from a more inclusive and social environment
To deploy Teaching	Review needs of students	Students needs are appropriately met	September 2016	All students are supported to

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Assistants effectively to support students' participation	<p>within each class and staff accordingly</p> <p>Ensure staff skills are matched to student needs</p>	<p>through effective deployment of skilled support staff</p> <p>Monitored by:</p> <ul style="list-style-type: none"> <li>• TA feedback forms</li> <li>• Lesson observations</li> </ul>		achieve their full potential

## WILDERN ACCESSIBILITY PLAN - September 2015 to December 2016 - Improving the Physical Access

The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Outside areas	Paving  External lighting  Improved external access to Block 5 and Block 7 temporaries	<ul style="list-style-type: none"> <li>• Review levels, gradients, cambers and gullies in proximity to all pathways</li> <li>• Define footpath edges if appropriate</li> <li>• Provide tactile paving at key areas</li> <li>• Ensure lighting to Car Park and Accessibility Bays is operational, adequate, and considers pollution and local issues</li> <li>• Access is improved and safe for wheel chair users</li> </ul>	September 2016       September 2015	
All areas	Improve visibility in stair wells by adding contrasting strips to all steps  Review internal lighting to ensure it is adequate and safe	<ul style="list-style-type: none"> <li>• Site to review all stair wells and stepped areas across the school</li> <li>• Survey to be completed by all staff and action taken accordingly</li> </ul>	September 2016	
Corridors to Main Block	Remove trip hazards  Observe fire exit routes  Increase signage and aids for visual and hearing impaired	<ul style="list-style-type: none"> <li>• Identify appropriate storage for equipment and ensure that items are not left indiscriminately</li> <li>• To review with visually impaired students the signage around the school including specifically numbering of rooms</li> </ul>	September 2016	

**WILDERN ACCESSIBILITY PLAN - September 2015 to December 2016: Improving the Delivery of Written Information**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	<p>The school will identify new parents through the induction process who require alternative means of accessing communication</p> <p>The school will explore alternative ways for converting written information into other formats.</p>	<ul style="list-style-type: none"> <li>The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.</li> </ul>	December 2016	Delivery of information to disabled students and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	December 2016	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	December 2016	Delivery of school information to students & parents with visual difficulties improved.

## Appendix 4

### Access Arrangements Policy

Wildern School is committed to providing equal opportunities for all students. Where a particular need has been identified, examination Access Arrangements can be made available. These arrangements are provisions/support given to a student (subject to exam board policies and procedures which are governed by the Joint Council for Qualifications) such as a reader, a scribe, word processor, rest breaks etc. These allow identified students to access assessments appropriately.

Access Arrangements can apply to students with: special educational needs, learning difficulties and disabilities thus complying with the duty of the Equality Act 2010 to make reasonable adjustments. Timely identification of such students is essential. Arrangements allow students to demonstrate their skills, knowledge and understanding without providing an unfair advantage or changing the demands of the assessment or its integrity. Temporary Access Arrangements can be granted to a student if an injury is suffered which affects their ability to appropriately complete examinations.

Wildern School aims to ensure that all students have equal access to examinations and are not disadvantaged by any learning, medical or psychological difficulty. We will do this by applying the rules for Access Arrangements as set out in the most up to date Joint Council for Qualification's (JCQ) guidelines and the procedures of examination boards. We are required to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's secondary schooling and our compliance is monitored by inspection.

Examination Access Arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as, '*normal way of working*'. For example, the use of a word processor can be granted if this truly represents a student's regular method of working. The provision is put in place to address an underlying difficulty such as: speed of handwriting, medical condition, physical disability, sensory impairment, planning and organisational difficulties or poor legibility. Any arrangement for the use of a word processor within school will be determined by the Specialist Teacher/Specialist Assessor after relevant tests have been completed and they meet the requisite criteria set down by the Learning Support Department. This must become the student's normal way of working before such arrangement can be made for examinations.

Decisions on examination Access Arrangements are made using formal tests acceptable to the examination boards and the Joint Council for Qualifications. The only exceptions to this testing protocol are when students are granted arrangements as part of their Statement of Educational Need or medical professionals make recommendations on their behalf. Even in these cases, permission must still be sought from the JCQ to grant any Access Arrangements. In the majority of cases, therefore, these formal tests will determine what, if any, arrangements are needed for examinations. Permission will only be granted where arrangements:

- **Meet the conditions set out by the most up to date JCQ regulations**
- **Have, or will become, the student's normal way of working**
- **Are backed by evidence which shows that the arrangements make a significant difference to performance levels**
- **Comply with individual examination board criteria**

By the end of Year 9, it is the aim of Wildern School to have identified those students who require specialist teacher assessment for examination Access Arrangements. This identification might be through staff feedback (which should be accompanied with supporting evidence), the student's history of need or normal way of working. In **extraordinary** circumstances, staff can provide

evidence to the Specialist Teacher/Specialist Assessor in KS4 to support a request for late testing. Any reasonable request will be investigated to ensure fair access for all students.

### **Private Educational Psychologist Reports**

A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to Learning Support as evidence that their child should be awarded extra time or other Access Arrangement(s). As an examination centre, we must be consistent in our decisions and ensure that no student is to be 'either given an unfair advantage or be disadvantaged' by any arrangements put in place. If the private educational psychologist's report is in conflict with the centre tester's (Specialist Teacher/Specialist Assessor) recommendations and standardised scores (the measure used to determine if a student is eligible for any given arrangement), we will look for robust evidence of a history of need and a decision will then be made by the Specialist Teacher/Specialist Assessor. In the event of an appeal, the final decision on access arrangements will lie with the Joint Council for Qualifications and/or the examination boards, not the school and, therefore, the resolution made will be finite.

*Prepared by : J Pointin/Co-ordinator of Learning Needs  
Specialist Assessor for Access Arrangements*

## **Appendix 5**

### **Wildern School SEND Information Report**

This document is produced in accordance with Clause 65 of the 2014 Children's Act.

#### **The kinds of Special Educational Needs and Disability for which provision is made at Wildern School.**

Wildern School is a mainstream school. Our philosophy is based on the belief that all students are of equal worth and should have an entitlement to equal opportunities. We currently have students with the following needs on our register:

Learning Difficulties; Speech and Language Difficulties; Autistic Spectrum Disorders - ASD; Specific Learning Difficulties/Dyslexia/Dyscalculia/ Development Coordination Disorder (Dyspraxia); Physical Difficulties and Medical Needs; Sensory Difficulties; Hearing Impairment; Visual Impairment and Emotional, Social and Mental Health Difficulties.

If you are considering whether your child with special needs should join Wildern School, you may wish to contact a member of the Learning Support Team on 01489 779457. The Local Authority has produced their Local Offer of services available. This can be found at [www.hantslocaloffer.info](http://www.hantslocaloffer.info)

#### **How is my child supported prior to joining Wildern School?**

- If your child has an Education Health and Care Plan or complex needs, contact school to arrange a visit to meet the SENCo Mrs Giller, Deputy SENCo Mrs Fleeman, or a member of the Learning Support Team. Tel: 01489 779457.
- Your child's Primary School should invite Mrs Giller or Mrs Fleeman to the Year 6 Annual Reviews and to any IPA meeting before transfer to Wildern School.
- In the summer term of year 6, Mrs Giller visits the SENCo at your child's school and SEND information about your child is passed on to her.
- Your child will meet Mr Porteous (Year 7 Transition Manager) at his/her primary school together with other staff.
- Your child will be invited to an Induction Day and may have additional visits if needed.
- Parents of Year 6 are invited to a new intake parents' evening in the Summer Term at Wildern School.
- Wildern School holds an Open Evening during September where prospective parents are able to look at what is offered by the school.

#### **How does Wildern School know if my child needs extra help and what do I do if I think my child has special educational needs?**

We place students on the SEND Register if they have an identified need, whether this can be met with High Quality Inclusive Teaching or whether the student requires specific intervention. Students' difficulties will be indicated on the register.

Students who have needs which do not meet the criteria for inclusion on the SEN Register will be placed on an Information Register so that staff are aware of specific needs and how to support them in class.

#### **Prior to Transition:**

- Meetings between linked primary schools and Wildern SENCo enable early identification of students who may need support.
- Learning Support staff attend statement annual reviews/IPA meetings of students in Years 5 and 6.
- We review SATs data to identify students who may need additional support.

#### **On entry to Wildern:**

- Students take reading, spelling and Cognitive Ability Tests (CATs).

This data is reviewed by the SENCo and may lead to further assessments where there is a concern. These may be carried out either by the Learning Support Department or by external agencies.

### **Whilst on roll at Wildern:**

The school's general arrangements for assessing and reporting also contribute to the identification of SEND students.

- Monitoring of student progress by teaching staff and Learning Support Department
- Reports sent to school by Local Authority external agencies, e.g. Child and Adolescent Mental Health Services (CAMHS), Education Psychology Services and Occupational Therapy
- Students may be referred for additional tests or assessment, e.g. the Dyslexia Portfolio or the Dyslexia Screening Test (Harcourt Assessment)
- Creation and implementation of Student Profile Sheets
- Annual Reviews for students with a Statement/Education, Health and Care Plans

### **What should I do if I think my child may have special educational needs?**

If you have any worries about your child, you can raise your concerns by contacting the Learning Support Department. 01489 779457.

The Learning Support Department, in consultation with your child's teachers, can screen your child for some common learning difficulties using a range of tests. There is a waiting list for such testing. Following assessment, we will send you a report. You may wish to contact the Learning Support department to discuss the results in person the needs of students using a range of tests.

For a formal diagnosis of certain difficulties e.g. Speech and Language or Dyspraxia you should contact your GP. Further advice can be sought from the SENCo.

### **How will Wildern School and I know how my child is doing and how can I support my child's learning?**

- Annual Parents' Evenings are an opportunity to discuss your child's progress with individual subject teachers. You may also wish to make an appointment to meet a member of the learning support department.
- All students will take part in a 'Personal Learning Review'. During this process students, including those with SEND, will agree targets. These targets will be reviewed throughout the year.
- Some students may have an IPA which will be written in conjunction with your child's junior school. If this is the case, a review will be arranged during the first term.
- In year 7, the Tutor Evening will give you the opportunity to meet your child's tutor and SENCo.
- Student progress is shared with parents through Wildern Assessment Data (WAD) which is provided three/four times per year depending on the year group.
- The subject leaders, year leaders and SENCo monitor this data and may provide interventions for students experiencing difficulties.
- We will inform you if your child is selected for intervention support and will let you know how they progress.
- The SEND Director (Governor) is Mrs Karen Wigley. She visits the SENCo on a termly basis and is informed about the progress of students on the SEND register.
- Parents are encouraged to communicate with teachers through the student planner. For some students, we may provide a home/school book.
- Homework is often available through the school's WIN as are letters home (in the case of letters sent to all students).

### **How will the school staff support my child? How will the curriculum be matched to my child's needs?**

- Whatever the need of students, we work with parents, teachers, support staff and, at times, Outside Agencies to accommodate students' needs so that they can access the curriculum. This includes trips and after school clubs
- All teachers will be informed about students' needs through Student Profile Sheets and the SEND register – this includes students with complex needs.
- Teaching and support staff receive training in SEND to update or enhance their skills. Training varies every year according to identified training needs of teaching and support staff
- All teachers adapt their lessons so that your child can access the work.

- The SEND department offers a range of Intervention Programmes to address the varied needs of students. These include Reading, Spelling and Mathematics programmes; One to One work on programmes devised by a qualified teacher for students with general learning needs and Specific Learning Difficulties. Some students may have support for Self-Esteem and Social Skills
- A SEND Homework Club runs each day from 1.20-1.50 in Learning Support Base. A team of TAs help students to organise and complete their homework.
- In Year 9, students with SEND are tested to see whether they qualify for access arrangements. If eligible, students can have extra support in exams; for example, a reader.
- Some students may have access to a netbook issued by the Learning Support department. This will be determined by the Specialist Teacher / assessor after relevant tests are completed and in accordance with our guidelines for issuing netbooks.

### **How is the decision made about the type and how much support my child will receive?**

We offer a range of Intervention Programmes to address the varied needs of students.

- The Reading for Pleasure scheme is designed to support students who have reading levels below their chronological age. It involves the English Department and a group of Reading Ambassadors from Year 8 – 11. For students, it involves a 3 x weekly 20 minute commitment during registration time.
- The Rapid Readers intervention is for students who have difficulty reading. The intervention includes 1:1 reading, online activities and worksheets. Students will have up to 3 x 25 minute sessions each week and the books can be accessed on line at home.
- The Lexia intervention is for students who struggle with spelling. Students will generally have between 2 and 3 sessions a week, but they will also have access to this intervention at home.
- Some students may have 1:1 reading and spelling interventions if it is felt that the above packages are not suitable.
- Maths intervention is delivered to students who have not reached Level 4 in their Key Stage 2 Maths assessment and in other year groups when students are identified as needing extra support by their subject teacher. This is delivered by our Core Progress Assistants.

We will inform you if your child receives such intervention and will let you know how they progress.

Students' progress will be closely monitored each half-term and we may seek further advice or remove the student from the intervention when they have made sufficient progress.

### **How will my child be included in activities outside the school classroom including school trips?**

An underlying principle of the school's ethos is that of inclusion. All students are valued for what they can bring to the school and are entitled to take part in all that the school offers. We are committed to making this accessible to all our students given the resources available. There is recognition of students' differences, and the provision of appropriate learning opportunities, matching work to the needs of students.

We endeavor to include students in all activities, trips and visits subject to risk assessment and the ability to make reasonable adjustments.

### **What support will there be for my child's overall well-being?**

- In Year 7 students identified as needing extra support, will be placed in a Life Skills group. These students will register two mornings a week in The Learning Support Department with two specialist teaching assistants who work as Emotional Literacy Support Assistants (ELSA).
- Anxious students can spend break time and lunch time in the Learning Support Department overseen by the Learning Support team and student 'CHUMS'.
- Some vulnerable students may be allocated a 'key worker' who is generally a member of the Learning Support team.
- Students may attend group sessions with a TA to work through practical issues, social skills and difficult situations.
- Student support office is a provision for vulnerable students who need additional support during the school day.
- The Hub is a provision for our most vulnerable students who for a number of reasons may require additional support or who may be unable to attend some mainstream lessons.

- Wildern School also has a qualified counsellor who may work with students with a range of emotional needs. This operates on a referral basis.
- The Medical Room officers keep medicines in locked cupboard, including insulin, epipens and inhalers. Students can come to the Medical Room when necessary to take medicines in accordance with the school medical policy. When students are too unwell to stay in school, parents are contacted to arrange collection.

### **What specialist service and expertise are available or can be accessed by Wildern School?**

The school SENCo holds the National Award for SEN Co-ordination and there are two staff members qualified to carry out assessments for Access Arrangements for examinations. There is also a qualified counselor available on site and a qualified Emotional Literacy Support Assistant.

When your child joins Wildern School the following services may be accessed:

- Specialist Teacher Advisors for Hearing Impaired (HI) / Visual Impaired (VI) and students with physical difficulties will continue working with your child at Wildern School if the need still exists.
- Educational Psychology services will continue if your child still requires their input.
- CAMHS will carry on working with your child at Wildern School if support is still required.
- Behaviour Support Team will stop in year 6 but will oversee transition at the start of Year 7.
- Occupational & Speech Therapy will stop in year 6 but will oversee transition at the start of Year 7.

### **How accessible is the school both indoors and outdoors?**

The school site remains open throughout the day. It is maintained in order to make sure it is safe and accessible for students with a Visual Impairment or Physical Disability. Although the school conforms with current disability legislation, the school is equipped for wheelchair access to the ground floor only, with the exception of Leisure Centre, The Lyceum, The D.@rt, Block 3 and Block 9, which are fully accessible. The school has disabled parking bays as well as a disabled toilet and changing room. The school will make 'reasonable adjustments' to accommodate disabled users including students, staff and visitors. (For further information, please refer to the school's Accessibility Plan which can be found in appendix 3)

### **How can I get involved in the school?**

- As a parent, you know your child best. If your child is new to Wildern School, arrange a meeting with Mrs Giller, Mrs Fleeman or a member of the Learning Support Team on 01489 783457 to discuss your child's needs.
- Your child will have a planner for recording homework and for communication between home and school. This will be checked regularly by your child's tutor and should be signed by the parent every week.
- Please help your child with homework by making sure they understand what they have to do and checking that they keep to deadlines.
- Please make sure your child has the correct equipment and uniform before getting to school. This will help them with their organisation.
- Please encourage your child to read for pleasure. Some students may have access to the Rapid Plus or Lexia online intervention programmes which can be accessed from home with a log-in.
- You can help with Maths by using the website MyMaths at home. Students will have a log in for this.
- We will seek the views of students when they are involved in working with the Educational Psychologists, writing Student Profile Sheets and in Annual Reviews.

### **How will Wildern School support my child to transfer to college?**

- If your child has an Education Health and Care Plan, then after his or her 14th birthday we will arrange a Transition Plan in addition to the Annual Review report. This is introduced in the Year 9 Annual Review and will be updated annually
- In Years 10 and 11, some students have the opportunity to attend City College, to follow vocational courses in Hair and Beauty or Construction
- Students who have an Education Health and Care Plan, will have a Moving on Plan (S139a) / Education Health and Care Plan which must be completed in sufficient time to allow for planning and support at the selected Further Education school. This is written by an SEND Personal Advisor who attends the Annual Review in Year 11.
- Students with complex needs, who do not have an Education Health and Care Plan, will also have Transition Planning arrangements made.

**What steps should I take if I have a concern about the school's SEND provision?**

Please contact Mrs Giller (SENCo) or Mrs Fleeman (Deputy SENCo) if you have an immediate concern. Parents are always welcome in the Learning Support Department by appointment to discuss provision. Any parent who is dissatisfied with the provision can find the school complaints policy on the school's website and on request. Whenever possible, the Learning Support Department wishes to comply with requests for support.

**Where can I get further information about services for my child?**

The Local Authority has produced their Local Offer of services available. This can be found at [www.hantslocaloffer.info](http://www.hantslocaloffer.info)

This document is provided as part of The Local Offer for Hampshire.