

## **SEND Information Report**

[For parents of students who are educated in Wales please click on this link to see how we can fully support your child at Wyedean.](#)

### **Reference to statutory legislation**

This SEND information report also serves as our contribution to The Local Offer offered by Gloucestershire Local Authority.

<http://www.gloshomesdirectory.org.uk/kb5/gloucs/gloshomes/localoffer.page>

### **Links to other policies**

[Equality Act](#)

[Admissions Policy](#)

[The Attendance Policy](#)

[The Pupil Premium Policy](#)

[The Behaviour Policy](#)

### **Our values and vision for SEND**

**"A school is only as good as the progress of its most vulnerable, challenging child."**

Jackie Beere

The new SEN Code of Practice recommends that few children require specialist provision and some require targeted support, whereas all children receive differentiated provision within the classroom.

When teachers plan their lessons they will think about exactly what your child needs to know and learn, what teaching approaches work best, and what they need to do to overcome any barriers that will stop your child learning.

Subject teachers will plan carefully other ways of overcoming any barriers to learning your child may experience, such as using technology, rather than just relying on a teaching assistant.

National research has shown that for some children, too much one-to-one support may mean they see less of the most qualified person in the class, their teacher, therefore the support they may be given will not always be a TA in the classroom.

Monitoring and coordination is provided by the Head of Inclusion supported by a dedicated member of the Senior Leadership Team.

We are passionate about ensuring that there is an equality of opportunity for students to pursue these goals and make reasonable adjustments according to individual need. We endeavour to ensure that students leave the school with the skills to make a positive contribution to society.

## **How we support and monitor our SEND students overall well-being.**

Wyedean are committed to ensuring the well-being of all of our students. We endeavour to raise attendance, prevent exclusions and support all students, regardless of their learning needs. We pride ourselves on giving students a voice in shaping and taking responsibility for their education and their school community. We have an Anti-bullying Policy which serves alongside our other policies in respecting and protecting the rights and responsibilities of every student in our school community. When appropriate we offer the following opportunities services and staff.

### **Opportunities:**

Year Council

School Council

Head Girl and Head Boy (Sixth Form)

Student Voice (Learning Support, Learning Areas, Pastoral and subject areas)

Extra-curricular activities (Sport, Gaming, Music, Science, Enterprise, Charities)

Breakfast Club

Revision sessions (Year 11, 12 and 13)

Booster classes (English and Maths)

### **Services and Staff as appropriate:**

Pastoral Support

Counselling

Supervised break and lunch times

Learning Mentors

Nurture Group *as appropriate*

Homework clubs

Speech and Language support

Key Workers (Statemented/EHCP students)

Peer Mentoring

Access to CAMHs (as appropriate)

Educational Psychology Service *as appropriate*

Sensory Service for children with visual or hearing needs

SALT *as appropriate you may like to add as appropriate*

School Nurse

Occupational Therapy *as appropriate*

# Curriculum Support Student Passport

		<b>Key Learning Mentor:</b> Maureen Farrell	<b>Date of Update:</b> 30/04/2015								
<b>D.O.B:</b> 04/02/2002		<b>I would like you to know that:</b> <ul style="list-style-type: none"> <li>I process information at a slower rate than my peers</li> <li>I am easily distracted</li> </ul>	<b>I find it difficult to:</b> <ul style="list-style-type: none"> <li>Write quickly, as I need time to process the information</li> <li>Avoid distractions</li> <li>Complete extended written tasks</li> </ul>								
<b>Form:</b> 8A		<b>This means that:</b> <ul style="list-style-type: none"> <li>I may need support to help me understand the set task</li> <li>I may lack concentration</li> </ul>									
<b>Access Arrangements</b>											
<b>It would help me if you could:</b> <ul style="list-style-type: none"> <li>Question me to check my understanding</li> <li>Place me near the front of the class to avoid distractions</li> <li>Give me extra time to complete tasks when required</li> </ul>		<b>I will help myself by:</b> <ul style="list-style-type: none"> <li>Asking for support when required</li> <li>Highlighting key words</li> <li>Keeping a book for subject specific key words and their meanings</li> <li>Stay focused and organised</li> </ul>									
<b>Additional Support</b> <ul style="list-style-type: none"> <li>Issue a scribe or laptop for extended written tasks</li> </ul>		<b>CAT Data</b> (95-115=Average Range)	<table border="1"> <tr> <td>Verbal</td> <td></td> </tr> <tr> <td>Non- Verbal</td> <td></td> </tr> <tr> <td>Quantitative</td> <td></td> </tr> <tr> <td>Average</td> <td></td> </tr> </table>	Verbal		Non- Verbal		Quantitative		Average	
Verbal											
Non- Verbal											
Quantitative											
Average											
		<b>Standard Reading</b>	<table border="1"> <tr> <td>Reading Score</td> <td></td> </tr> </table>	Reading Score							
Reading Score											

## General Teaching Strategies

<u>ASD/Asperger's</u>	<u>Behaviour</u>	<u>Dyslexia</u>	<u>Emotional</u>	<u>Hearing</u>
<ul style="list-style-type: none"> <li>• Allow to work in different styles</li> <li>• Provide visual aids</li> <li>• Give clear, unambiguous instructions</li> <li>• Have a good structure and routine to lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seat child away from distractions</b></li> <li>• Give some kind of responsibility/class job during the lesson</li> <li>• Reinforce positive behaviour</li> <li>• Give work appropriate to understanding of the child</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate work, if appropriate</li> <li>• Give instructions broken down into manageable tasks</li> <li>• Use writing frames</li> <li>• Use of colour overlays appropriate to individuals</li> <li>• Check understanding and be prepared to give extra time</li> </ul>	<ul style="list-style-type: none"> <li>• Make learning environment secure for students. Predictable and structured</li> <li>• Provide positive feedback and rewards</li> <li>• Give opportunity for reflection or time out if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Give thought to positioning in class; probably at front of classroom</li> <li>• Use of radio aids; microphones</li> <li>• Face child when speaking to allow lip reading</li> <li>• Use visual aids</li> </ul>
<u>Mobility</u>	<u>Numeracy</u>	<u>Visual</u>	<u>Social</u>	<u>Literacy</u>
<ul style="list-style-type: none"> <li>• Make classroom safe from potential hazards</li> <li>• Buddy-up with a peer</li> <li>• Allow child to leave early to avoid overcrowded corridors</li> <li>• Provide a lift key for first floor classrooms, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate to an appropriate level</li> <li>• Use visual resources; demonstrate task</li> <li>• Allow extra time to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Give thought to careful positioning in class, probably at the front</li> <li>• Enlarge text to an appropriate size</li> <li>• Give thought to lighting; this could be reduced lighting if the child is photophobic</li> </ul>	<ul style="list-style-type: none"> <li>• Careful consideration to seating plan; next to sympathetic peer, close to teacher</li> <li>• Monitor group situations carefully</li> <li>• Keep expectations consistent and clear</li> <li>• Encourage independence and good organisation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Differentiate</b></li> <li>• <b>Supply writing frames and word banks</b></li> <li>• <b>Check understanding with questioning</b></li> <li>• <b>Allow extra time if needed</b></li> </ul>

## How we identify SEND

The graduated approach is embedded as part of whole school teaching covering universal, targeted and specialist provision. The graduated approach ensures that provision is assessed, planned, implemented and reviewed at regular and/or appropriate intervals.

The Code of Practice (2014) states that Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

“Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.*
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.*
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.”*

*(Code of Practice September 2014)*

All students with an identified special educational need or disability will be provided with a Student Passport. The passport includes:

- Information provided by parents, the student and teaching staff and if appropriate transition information.
- Identification of useful teaching and learning strategies tailored to that student’s needs.

**Please note that the following do not necessarily indicate a student has SEND:**

- Disruptive or withdrawn behaviours
- Progress and attainment is below expectation.
- Short term learning difficulties resulting from mental health issues or social/family issues.
- Students who have English as their additional language, steps will be taken to assess if the student has difficulties beyond accessing English as a language.

## How we identify SEND

Through information provided by previous settings, data, observations, screening and assessments students can be identified and supported in one or more of the following areas of need:

- **Communication and interaction**

Speech, language and communication needs\*\*, Specific learning difficulties\*\*, Autistic spectrum disorders\*\*, hearing impaired\*

- **Cognition and learning**

Moderate learning difficulties\*\*, Severe learning difficulties\*, Profound and multiple learning difficulties, Specific learning difficulties\*\*

- **Social, emotional and mental health**

Attention deficit disorder\*\*, attention deficit hyperactivity disorder\*\*, Obsessive compulsive disorder, Oppositional defiance disorder, Autistic spectrum disorder\*\*, Asperger's syndrome\*\*, Autism\*\*, bipolar disorder, anxiety disorder\*\*

- **Sensory and/or physical needs.**

Visually impaired\*\*, Hearing impaired\*\*, Multi-sensory impaired\*, Physical disability\*

*\*The Learning Support team at Wyedean have experience of teaching and working with students with these barriers to learning.*

*\*\*We have specialist trained and experienced staff who can work with students who have these barriers to learning*

Students will be identified as having additional needs at the following levels of intervention.

- Information Passport (IP)
- Additional Needs Passport (ANP)
- SEN Support
- Statement of Educational Needs/EHCP

## Pupil Premium and Looked After Children

Students who have been identified as having SEND and who fall into the category of Pupil Premium or are looked after by the Local Authority have access to additional funding in order to meet their needs. As a school students who fall into these categories are monitored by both the SENCO and the Family Support Worker. As a school we also work closely with the Virtual School to support students who are unable to attend.

## **Students with an Information Passport (IP)**

*(Students who require universal provision but may be of concern and are therefore monitored on an annual basis)*

These students are identified as requiring universal provision but may require support planning at a later stage.

### **Identification Criteria:**

- Low average CATS score (mean below 88)
- Not reaching national expectations from students with the same or similar starting points.
- Previously identified or observed SPLD.

Universal (Information Passport- Inclusive services)		
Teacher roles and responsibilities	TA deployment	SENCo roles and responsibility.
<ul style="list-style-type: none"><li>• Teachers will use the passport to plan their lessons thinking about what the child needs to know and learn, what teaching approaches work best, and what they need to do to overcome any barriers to the child's learning.</li><li>• Teachers will complete a concern form for any student who they believe fulfils the criteria or is presenting with possible learning difficulties.</li><li>• Parental/teacher/staff concern</li></ul>	<ul style="list-style-type: none"><li>• TA support is not required at this level of intervention.</li><li>• TA's may be used to complete observations of students as part of the monitoring process.</li></ul>	<ul style="list-style-type: none"><li>• SENCo will monitor progress at each data entry point (as per the reporting cycle).</li><li>• SENCo will monitor concern forms and deploy TAs to observe students of concern.</li><li>• SENCo will ensure that strategies are shared with all staff to enable individual students to progress in all subjects.</li></ul>

If a student continues to experience barriers to learning that effect their progress, they may be added to the SEN Register under the category of SEN Support

## SEN Support (Additional Needs Passport)

*(Students who require targeted support within the classroom and are therefore monitored 3 times a year).*

Students are identified as requiring specific, targeted and individualised planning.

### Identification Criteria:

- Low average CATS score (mean below 88)
- Not reaching national expectations from students with the same or similar starting points.
- Parental/teacher/staff concern
- Previously identified or observed SPLD.
- 2 concern forms from subject areas validated by observations, feedback, work evidence and data.

<b>Passport (Passport with targets - Support to meet additional needs)</b>		
Teacher roles and responsibilities	TA deployment	SENCo roles and responsibility.
<ul style="list-style-type: none"> <li>• Teachers will use the passport to plan their lessons thinking about what the child needs to know and learn, what teaching approaches work best, and what they need to do to overcome any barriers to the child’s learning.</li> <li>• Teachers will know individual targets (discussed and reviewed three times a year) set through conversations with form tutors at Academic Mentoring.</li> <li>• Teachers will plan for, assess and review the student’s progress towards these targets within their subject area and report to the Learning Support department on strategies that are working within their classrooms.</li> <li>• Teachers will monitor the students at this level of intervention and complete concern forms if the level of intervention needs to be increased.</li> </ul>	<ul style="list-style-type: none"> <li>• TAs may be used to complete observations of students as part of the monitoring process.</li> <li>• TAs will feedback on how support (if given) is used within the classroom and advise teachers on which strategies work best for the student.</li> <li>• TAs will monitor the students at this level of intervention and complete concern forms if the level of intervention needs to be increased.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo will monitor progress at each data entry point (as per the reporting cycle).</li> <li>• SENCo will monitor concern forms and deploy TAs to observe students requiring an increased amount of intervention.</li> <li>• SENCo will ensure that strategies are shared with all staff to enable individual students to progress in all subjects.</li> <li>• SENCo oversee part of the review process three times a year.</li> <li>• SENCo will offer, if appropriate, short term, evidenced based, focused interventions.</li> </ul>

## SEN Support (My Plan/My Plan+)

*(Students who require specialist provision and closely targeted and monitored support)*

Students are identified as needing a closely monitored plan that is developed with the students, parents, Learning Support Department and outside agencies such as CAMHS, Social Services, The Advisory Teaching Service, Educational Psychologists and CYPS. During our review process if the student is not achieving the outcomes set out on the My Plan+ then the student can be referred for a statutory assessment of need (EHCP).

### Identification Criteria:

- Low average CATS score (mean or 2xbelow 88)
- Not reaching national expectations from students with the same or similar starting points.
- Previously identified or observed SPLD.
- My Plan outcomes not achieved after 2 review cycles.

<b>My Plan+( Support and monitoring to meet additional needs – LEA informed)</b>		
Teacher roles and responsibilities	TA deployment	SENCo roles and responsibility.
<ul style="list-style-type: none"> <li>• Teachers will use the passport to plan their lessons thinking about what the child needs to know and learn, what teaching approaches work best, and what they need to do to overcome any barriers to the child's learning.</li> <li>• Teachers will know individual targets (discussed and reviewed three times a year) agreed in conversations with Learning Support at Academic Mentoring.</li> <li>• Teachers will plan for, assess and review the student's progress towards these targets within their subject area and report to the Learning Support Department on strategies that are working within their classrooms.</li> <li>• Teachers will monitor the students at this level of intervention and complete concern forms if the level of intervention is deemed to be not working and the student requires additional provision.</li> </ul>	<ul style="list-style-type: none"> <li>• TA's may be used to complete observations of students as part of the monitoring process.</li> <li>• TAs will feedback on how support (if given) is used within the classroom and advise teachers on which strategies work best for the student.</li> <li>• TAs will monitor the students at this level of intervention and complete concern forms if the level of intervention needs to be increased.</li> <li>• TAs will feed into the review process with observations and comments regarding the students' progress towards their outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo will monitor progress at each data entry point (as per the reporting cycle).</li> <li>• SENCo will monitor concern forms and deploy TAs as appropriate.</li> <li>• SENCo will ensure that strategies are shared with all staff to enable individual students to progress in all subjects.</li> <li>• SENCo will be part of the graduated approach and therefore will be a part of the review process three times a year.</li> <li>• If a student is not achieving these outcomes during review then the SENCo will:               <ul style="list-style-type: none"> <li>• Involve other agencies as appropriate</li> <li>• Liaise with teachers, support staff, parents and the student to undertake further assessments.</li> </ul> </li> </ul>

## Students with a Statement of Educational Need or an Education, Health and Care Plan (ST/EHCP)

*(Students who require specialist provision and a Statutory Support Plan to meet their significant educational needs).*

These students are identified as needing a support plan that puts the students and their parents at the centre of decision making. The plan must involve other services and agencies that work together to achieve specific outcomes. These students will have a dedicated budget, a multi-agency annual review and a dedicated Key Worker to ensure they are progressing towards achieving their outcomes.

### Identification Criteria:

- Not reaching national expectations from students with the same or similar starting points.
- Identified or observed SPLD or a formal diagnosis.
- 2 concern forms from subject areas validated by observations, feedback, work evidence and data
- My Plan +reviewed and student not achieving outcomes.
- Multi-agency panel meeting assessment of student's needs.

<b>Statement/EHCP (Statutory Support Plan with additional budget)</b>		
Teacher roles and responsibilities	TA deployment	SENCo roles and responsibility
<ul style="list-style-type: none"> <li>• Teachers will use the passport to plan their lessons thinking about what the child needs to know and learn, what teaching approaches work best, and what they need to do to overcome any barriers to the child's learning.</li> <li>• Teachers will plan for, assess and review the student's progress towards these targets within their subject area and report to the Learning Support department on strategies that are working within their classrooms.</li> <li>• Teachers will closely monitor the students at this level of intervention and provide detailed feedback during Annual Reviews and data points throughout the year.</li> <li>• Teaching staff will be asked to assess the impact of their differentiation and the support provision within their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• TA's may be used to complete observations of students as part of the monitoring process.</li> <li>• TAs will feedback on how support (if given) is used within the classroom and advise teachers on which strategies work best for the student.</li> <li>• TAs will monitor the students at this level of intervention and complete detailed reports on how the support given is impacting on student's progress.</li> <li>• TAs will support students in class according to the outcomes stated in their statutory plan.</li> <li>• The Key Worker role will be an integral part of the process. Key Workers will be the point of contact for the students and will monitor the students learning and progress across all subjects. Key workers will also monitor behaviour across the school and report any comments the student would like shared with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo will monitor progress at each data entry point (as per the reporting cycle).</li> <li>• SENCo will monitor and observe student's progress regularly undertaking formal and informal work scrutinies and lesson observations.</li> <li>• SENCo will ensure that successful strategies are shared with all staff to enable individual students to progress in all subjects.</li> <li>• SENCo will ensure that the statement outcomes are shared with all staff and are a focus of the planning for students.</li> <li>• SENCo will be part of the graduated approach and therefore will be part of the review process three times a year and at the students Annual Review</li> <li>• If a student is not achieving these outcomes during review then the SENCo will:</li> <li>• Involve other agencies as appropriate</li> <li>• Liaise with teachers, support staff, parents and the student to undertake further assessments.</li> </ul>

## **Staff Training and Expertise**

The SEND department is led by the Head of Inclusion Ms Cari Sullivan (SENCo) and supported by HLTA Ms Maureen Farrell.

Teachers and support staff who have specialist knowledge and experience in these areas will be able to advise teachers and support staff in general and individual teaching/learning strategies to enable students to make good progress.

In cases where teaching and classroom strategies are not evidencing enough progress specialist teachers/support staff and funding will be deployed/allocated to lead specific interventions which may require some time out of the curriculum. These interventions will be evidenced based and outcomes focused.

- In-class support (Learning Mentor)
- Additional learning programmes (Progress group)
- Attendance at out of school clubs (Breakfast Club, Homework Club)
- Appropriate teaching groups/sets
- Group support (Nurture Group)
- Literacy focus sessions (Fresh Start, Phonics, SPAG, Nessy)
- Numeracy focus sessions
- Adapted materials
- Speech and Language programmes
- Additional staff training.

## **Staff training**

Dedicated Inset for support staff will be focused on whole school development areas; our areas of development for 2015-2016 are:

- Marking and feedback
- Questioning of students
- The role of prompts, readers and scribes
- Independent Learning
- Speech and Language Interventions

Teaching staff will receive regular training and opportunities for learning through Inset, briefings and Advisory Teacher input. Parents are offered the opportunity to speak with teachers to aid their understanding of their child's needs and in some cases (in particular students who have a physical disability) will be encouraged to offer training themselves.

### **Working with external partners**

The school will employ the support, advice and intervention of any appropriate service in order to ensure the best education for the student. All local services can be found through Gloucestershire's Local Offer by following the link below:

<http://www.glosfamiliesdirectory.org.uk/>

If evidence demonstrates that in-house interventions do not achieve the desired outcomes school, where appropriate, will involve the following outside agencies:

- Advisory Teaching Service
- Educational Psychology Service
- NHS Services
- Parent Partnership Service
- SALT
- School Nurse
- Occupational Therapy

Outside agencies liaise closely with school staff, the student and parents they give the school recommendations so that students can fully access the curriculum and make progress and offer, where appropriate, support to parents/carers and the student. These recommendations are placed on the students' passport and are monitored and evaluated at regular intervals.

External agencies are only used when permission has been granted from the parent/carer.

## **Resource Allocation**

The government provides funding for students who have been identified by the school as having SEND. Our policy is that funding is used collectively so that we can meet all SEND students' needs more effectively.

We use funding in the following ways according to the need of the student:

- Reduced class sizes
- TA support
- Literacy Intervention
- Numeracy Intervention
- Year 7 Progress group
- Booster GCSE English Classes
- Booster GCSE Maths Classes
- Mentoring
- Speech and Language Intervention
- Observations
- Targeted Monitoring and Evaluation
- Key Worker Support
- Counselling
- SEMH (*Social, Emotional, Mental health*)

Please note that these are just some examples of the interventions we deliver to support students. We strive to cater for the needs of each individual child first to find the most appropriate form of intervention.

## **Parental and Carer Involvement**

We strive to:

- Have an open and regular dialogue with parents and students
- Enable parents and carers to take ownership and influence SEND policy
- Fully involve parents and carers in our graduated approach by meeting at least 3 times a year to review provision
- Invite views, feedback and suggestions through Parents Evening, Academic Mentoring and end of year questionnaires.
- Provide timely and regular communication.
- Communicate and monitor students' progress through the schools regular reporting cycle.
- Inform parents of their child's status on the SEN register
- Support parents with strategies they can use with their child at home
- Advise, assess and inform parents of the Access Arrangements policy and procedures

## **Record keeping, monitoring and data management**

Passports are kept on our schools secure network and are made available to all staff.

Data is analysed after every reporting cycle to track and monitor progress of all SENFD students.

The SEND register is a dynamic document that changes according to report cycle data, the differing needs of the student and the stage of their education. Parents are informed of any changes to the SEND register and the current level of provision their child is currently receiving,

Monitoring of the SEND department is through Line Management (Ms Sarah Dalton – Assistant Head) and through the designated SEND Governor (Mr Alan Henderson).

The SENCo and SEND Governor will work together so that the Governor can carry out:

- Class visits with the Head/Assistant Head/SENCo to gain an understanding of how the school delivers SEN provision.
- Regular meetings with the SENCo.
- Discussions about SEN at governing body meetings
- The promotion of links with other local schools, SEN support services and parents.

## **Supporting transition**

We recognize that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible and that students have an in-depth understanding of the choices and the changes ahead of them.

We work closely with the following people and agencies to ensure that students are supported throughout the many transitional aspects of their school life.

- Careers Wales
- Youth Support Service (formerly Prospects)
- Wydean School Careers Lead (Mr Matt Pilling)
- Advisory Teaching Service
- Feeder Primary Schools,
- Learning Mentors
- Subject teachers

## **Year 6 to Year 7**

### **(Key Stage 2 to Key Stage 3)**

We can offer an induction programme in addition to our usual transition activities that can involve one or more of the following:

- Additional school tours
- Meeting of key staff
- Meetings with parents and guardians and outside agencies,
- Student visits to lessons
- Small group work where appropriate.

Where appropriate members of the Learning Support team will liaise with the Primary School and/or the Primary School SENCo. These meetings occur during the summer term of year 6.

For students with a Statement of Educational Need or EHCP the transition process begins in Year 5.

## **Supporting transition continued..**

### **Year 9 to Year 10**

#### **(Key Stage 3 to Key Stage 4)**

Students with SEND are fully supported throughout the GCSE Options Process. Students and Parents are invited to discuss their GCSE options with a member of Learning Support at the Year 9 Parents evening.

All students are closely monitored at the start of their new courses and where appropriate are offered an alternative provision to support their progress in all aspects of their chosen curriculum.

### **Year 11 to Further Education/Sixth form**

#### **(Key Stage 4 to Key Stage 5)**

When the time comes for a child to leave Wyedean we will liaise with the college/provider and follow the transition process by passing on the appropriate information. In some cases we may facilitate transition activities and days so that students feel confident with the next steps in their education.

For our Sixth Form students we work closely with our Sixth Form support staff and subject teachers to ensure a smooth transition from GCSE work to A-Level courses.

Any student requiring support in Year 12 and 13 will have access to learning support. This will take the form of a different model of support to enable students to build on their independent learning.

### **Sixth Form to Higher Education (University/College)**

Students identified as SEND will have continued support when applying to Higher Education establishments through our pastoral system. Students wanting further support with the application process can access support from experienced Learning Support staff.

Students will be advised as to whether they can qualify for the Disabled Students Allowance.

### **Pupils with medical conditions**

Students with any medical condition that does not impact significantly on their learning will be monitored by our Pastoral department. Students with a medical condition that impacts upon their learning and progress will be given an ANP and this will be reviewed three times a year.

Our registered First Aid team are able to hold medicines but not dispense. Students using medicines would require a letter of authorisation from a parent or carer. Students will be supervised when taking these medicines as required.

### **Disability Accessibility**

Wyedean School and Sixth Form is fully compliant the requirements in the Equalities Acts. For more information on our Accessibility please see our Equalities Policy on our website.

The school is easy accessible from all areas. All kerbs are dropped to allow wheelchair access with rumble paving to highlight the areas; all egress and main access doors are automatic with low thresholds to allow wheelchair access.

There are five disabled toilets around the site; all staircases are clearly marked with contrasting threshold strips; there are convex mirrors at right angle bends on main corridors to allow visibility around corners. Signage is clear in all areas detailing rooms and departments.

Wherever possible we ensure that equipment used is accessible to all students regardless of their needs. All school provision and extracurricular activities are accessible to students with SEN.

Who else outside of school can support students with SEN? How is the school accessible to students with SEN? Whitecross is fully compliant with the requirements in the Equalities Act. The school has easy access with double doors and ramps. The front desk at reception is at wheel chair height and there are four disabled toilets and a shower area and changing facilities. Wherever possible we ensure that equipment used is accessible to all children regardless of their needs.. Please refer to our Equality Policy on the school website for further details of how we manage accessibility for all.

### **Safeguarding**

Please click here to visit our [Safeguarding Policy](#)

### **Complaints process**

Please click here for our [Complaints Policy](#)

### **Key Contacts**

Head of Inclusion – Cari Sullivan – [Sullivanc@wyedean.gloucs.sch.uk](mailto:Sullivanc@wyedean.gloucs.sch.uk)

HLTA –Julie Carver– [CarverJ@wyedean.gloucs.sch.uk](mailto:CarverJ@wyedean.gloucs.sch.uk)

HLTA – Maureen Farrell – [Farrellm@wyedean.gloucs.sch.uk](mailto:Farrellm@wyedean.gloucs.sch.uk)

HLTA – Susan Pow – [Pows@wyedean.gloucs.sch.uk](mailto:Pows@wyedean.gloucs.sch.uk)

Assistant Head – Sarah Dalton- [daltons@wyedean.gloucs.sch.uk](mailto:daltons@wyedean.gloucs.sch.uk)

### Guide to Terminology

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Continuum
CAF	Common Assessment Framework
CAHMS	Child Adolescent Mental Health Framework
CoP	Code of Practice
DCD	Developmental Coordination Disorder (Dyspraxia)
EAL	English as an Additional Language
EHCP	Education, Health, Care Plan (new version of a Statement)
EP	Educational Psychologist
Ever FSM or FSM6	Free School Meals in the last 6 years
HI	Hearing Impairment
KS	Key Stage
LA or LEA	Local Authority or Local Education Authority
LAC	Looked After Child
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PEP	Personalised Education Programme
PMLD	Profound and Multiple Learning Difficulties
PP	Personalised Programme
SALT or SLT	Speech and Language Therapist
SLCN	Speech Language and Communication Needs
SLD	Sever Learning Difficulty
SLT	Senior Leadership Team
SEN or SEND	Special Educational Needs or Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SPLD	Specific Learning Difficulty
SEM	Social, Emotional, Mental Health Needs