

SEND Information Report for Wellfield School

1. Overview of Special Educational Needs and Disability (SEND)

At Wellfield Community School we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We recognise that all pupils are entitled to a quality of provision which will enable them to achieve their potential and improve their well-being through:

- being healthy;
- staying safe;
- enjoying and achieving all they do;
- making a positive contribution;
- and achieving economic well-being.

We believe in positive intervention; removing barriers to learning; raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils. Details of all the support we offer is provided on our website.

The Local Authority's Local Offer can be found at www.countydurhamfamilies.info. This site contains details of all the support offered to families by Durham County Council. Additional support for parents of students with a SEND is also provided by Durham SEND Information Advice and Support Service at <http://www.durhamsendiass.info>. Further information about how County Durham supports adults (including young adults) is also available at www.durhamlocate.org.uk.

Types of SEND – there are four broad categories of SEND. They are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.

The school uses a range of methods to identify these needs including the use of diagnostic / planning tools, work scrutiny, direct observation etc. Sometimes it may be that there is no SEND, just a gap in learning. Depending on the outcome of diagnostics on a student, a range of steps may be taken to provide support, driven by an outcomes led approach. Some students with social, emotional and mental health issues may also be supported by the Learning Support Unit as described in the Behaviour for Learning Policy. [CLICK HERE for a copy of the Behaviour for Learning Policy.](#)

For more information about SEND please see our Inclusion Policy. [Click HERE to view our Inclusion Policy.](#)

If you feel your child may have a SEND you can contact the school and request a meeting to discuss your concerns. Please either phone Mr Conway (SENCO) on 01429 838483 or email h.conway@wellfieldschool.net. After September 2017 please contact Mrs McShane on the same number or email j.mcshane@wellfieldschool.net.

What are the different types of support available for children with SEN in this school?

Quality First Teaching
Type of support provided - Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.
What would this mean for your child? Who can get this? <ul style="list-style-type: none">• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class;• Ensuring that all teaching is based on building on what your child already knows, can do and can

understand.
What would this mean for your child? Who can get this? All children in school should be getting this as a part of excellent classroom practice when needed.

Intervention
Type of support provided - Specific group work with a smaller group of children. This group may be:- <ul style="list-style-type: none"> • Run in the classroom or outside; • Run by a member of staff who has had training to run these groups. Students at this level will be tracked on the school's Inclusion Register.
What would this mean for your child? Who can get this? <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress; • He/ She will plan group sessions for your child with targets to help your child to make more progress; • A Progress Leader/teacher will usually run these small group sessions.
What would this mean for your child? Who can get this? Any child who has specific gaps in their understanding of a subject / area of learning. Children will be at the stage of the SEN Code of Practice called SEN Support, which means they have been identified by SENCO/Assistant SENCO as needing some extra support in school.

Intervention
SEN Support , which means they have been identified by the SENCO/Assistant SENCO as needing some extra specialist support in school from a professional outside the school. Specialist groups run either by or in conjunction with outside agencies e.g. Speech and Language therapy or Occupational therapy groups AND/OR Individual support for your child. This may be from: <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need); • Outside agencies such as the Speech and Language Therapy (SALT) Service. Students will be identified as having a SEND via the results of a range of tests carried out in school, or as a result of advice received from professionals outside of school. The type of test used depends on the possible SEND in question. If a parent is concerned that their child may have a SEND they may contact the school to request that a suitable test is considered by the SEND Team.
What would this mean for your child? Who can get this? <ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups; • You will be asked to come to a meeting to discuss your child's progress and contribute to a SEN Support Plan; • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school; • The specialist professional will work with your child to understand their needs and make recommendations, which may include:- <ul style="list-style-type: none"> o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; o Support to set better targets which will include their specific expertise; o A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit; o A group or individual work with outside professional.

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

What would this mean for your child? Who can get this?

Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Intervention

Education, Health and Care Plan. Students who the school feel may have a specific SEND may require an Education, Health and Care Plan (EHCP). This means your child will have been identified by the Local Authority as needing a particularly high level of individual or small group teaching/intervention. Often your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need);
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

What would this mean for your child? Who can get this?

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer;
 - After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support;
 - After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and possibly lifelong. If this is the case they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the support at School Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible;
 - The Educational Health and Care Plan will outline planned outcomes for the students, and how support should be used and what strategies must be put in place. It will have long and short term outcomes for your child;
 - The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- The school also runs a hub for students with a diagnosis of Autistic Spectrum Disorder (ASD) Unit for a maximum of 9 students who display ASD traits. The unit will provide specialist support for these students with the aim being to integrate them as fully as possible into a mainstream setting.

What would this mean for your child? Who can get this?

Children whose learning needs are severe, complex and often lifelong;

Students with a SEND who are within the Looked After system (i.e. those in care – either permanently or foster placement) have their SEND needs and progress discussed at Reviews, Looked After Reviews and during PEP (Personal Education Plans) meetings. At this meeting the school will be asked to justify how the Pupil Premium is being used to support the young person in question, ensuring that all their needs (including SEND) are met. The school and Local Authority (LA) ensure that a fully costed provision map is maintained for all these students, clearly focused upon good progress for the individual. The LA also offers a range of support to all Looked After Children (LAC), including those with a SEND, as follows:

- 7 hours of direct academic support for all LAC placed in Years 5 & 6 and Years 10 & 11 as of 1st September 2015;
- 600 hours of direct in-School support that can be accessed via a referral. Accessible to both LAC and Children in Need;
- Targeted off-site Social Skills intervention programmes;

- 2 uses of the Inclusion Unit to avoid fixed term exclusion available to all LAC (1 use=2 days);
- Monthly twilight revision classes and 3 holiday revision sessions for all Durham LAC in Year 10 & Year 11;
- Minimum of 2 Year 5 & Year 6 booster sessions;
- Allocated Education Key Worker for all Durham LAC;
- Minimum of 3 Designated Teacher and Governor Information Sessions;
- Minimum of 3 Designated Teacher Network sessions with the Virtual School Head;
- Minimum of 6 training events for Carers;
- Free Introduction to Attachment training session (limited numbers);
- 10% discount for all further training sessions provided by the Durham Virtual School.

2. Applying for a Place at Wellfield Community School

Full details of admission arrangements can be found in the Secondary Admissions brochure produced by Durham County Council.

Link to School Admissions Policy [HERE](#) and County Durham Admissions <http://www.durham.gov.uk/schooladmissions>

We are committed to meeting the needs of all children, including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from Durham County Council or other agencies may be requested to ensure the school can meet any needs appropriately.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEND

Children and young people with an Education, Health and Care Plan (or Statement of Special Educational Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You will continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Link to Durham County Council's parental preference form.

<http://www.durham.gov.uk/media/7897/Secondary-school-place-application-form-2016/pdf/SecondaryAdmissionsForm1617.pdf>

Pupils with SEND are identified from information supplied by:

- * Partner Primary Schools e.g. via their SEN Support Plan.
- * Standardised tests, (including literacy/numeracy tests, 'value added' measures reading age test and SATs results).
- * Individual teachers and departments.
- * Parents.
- * Outside Agencies.
- * Pupils themselves.
- * In-College monitoring.
- * Year Leaders
- * SEN Team

In regards to SEN, any member of staff, parent, or outside agency can make a referral to the SEN Team regarding a pupil at Wellfield Community School. Please look at the quality first teaching expectations before making a referral; these can be obtained from the SENCO, Hugh Conway.

To refer a child click [HERE](#) to link to the SEND Referral Form.

3. Curriculum

Access to a broad and balanced curriculum

All pupils follow the National Curriculum at a level and pace suitable for their ability. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupil needs.

At times modifications to the curriculum may be implemented. To successfully match pupil ability to the Curriculum, Wellfield School continues to be committed to:

- A wide range of teaching and learning styles;
- Differentiated materials (both for reinforcement and extension);
- Access to ICT;
- Additional in class support;
- Additional out of class support;
- Flexible groupings (including small group work);
- An innovative and supportive curriculum, with Key Stage 4 beginning in Year 9;
- The appropriate use of rewards and sanctions;
- Mentoring and counselling;
- A broad range of extra-curricular activities, including homework club and use of the Learning Resource Centre;
- Assessment procedures that emphasise pupils' strengths and achievements, with clear advice given to learners about what they need to do in order to progress;
- Key Stage 4 courses which are relevant to all pupils' needs;
- Applications to examination boards to obtain access arrangements as appropriate.

A copy of the school's Accessibility Policy and Action Plan can be found by clicking [HERE](#).

All students with SEN have full access to the same opportunities as other students. The school will ensure that support is available to enable this to happen, although consideration will be given if and when any Health and Safety issues arise. We believe that this is vital for the development of all students (SEN and Non-SEN) and promotes tolerance of and respect for others. It is vital that students value the contribution others make to society, and this helps them understand how they can support and enhance the community in which they live. We believe that we need to ensure that no barriers exist which would serve to segregate any groups of students, and work hard to provide an environment in which all can feel safe, secure and thrive within.

4. Types of SEND

At Wellfield Community School we have experience of supporting children and young people with a wide range of needs. SEND needs are now categorised under four broad areas, these are:

1. Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

2. Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

3. Social, Mental Health and Emotional Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. Students receive support appropriate to their needs and this is provided via the SEND Team and the Learning Support Unit. For example, Social Skills Classes are available to assist students in developing the life-long skills they will require for working with others.

4. Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The tables below provide Wellfield Community School's current data (correct as of September 2016) regarding the four broad SEND needs areas referred to above:

Summary	Y7	Y8	Y9	Y10	Y11	Total
Statement/EHCP	3	5	4	2	1	15
SS	20	6	7	7	8	48
Intervention	3	32	14	22	21	92
TOTAL (ST/EHCP)	23	11	11	9	9	63

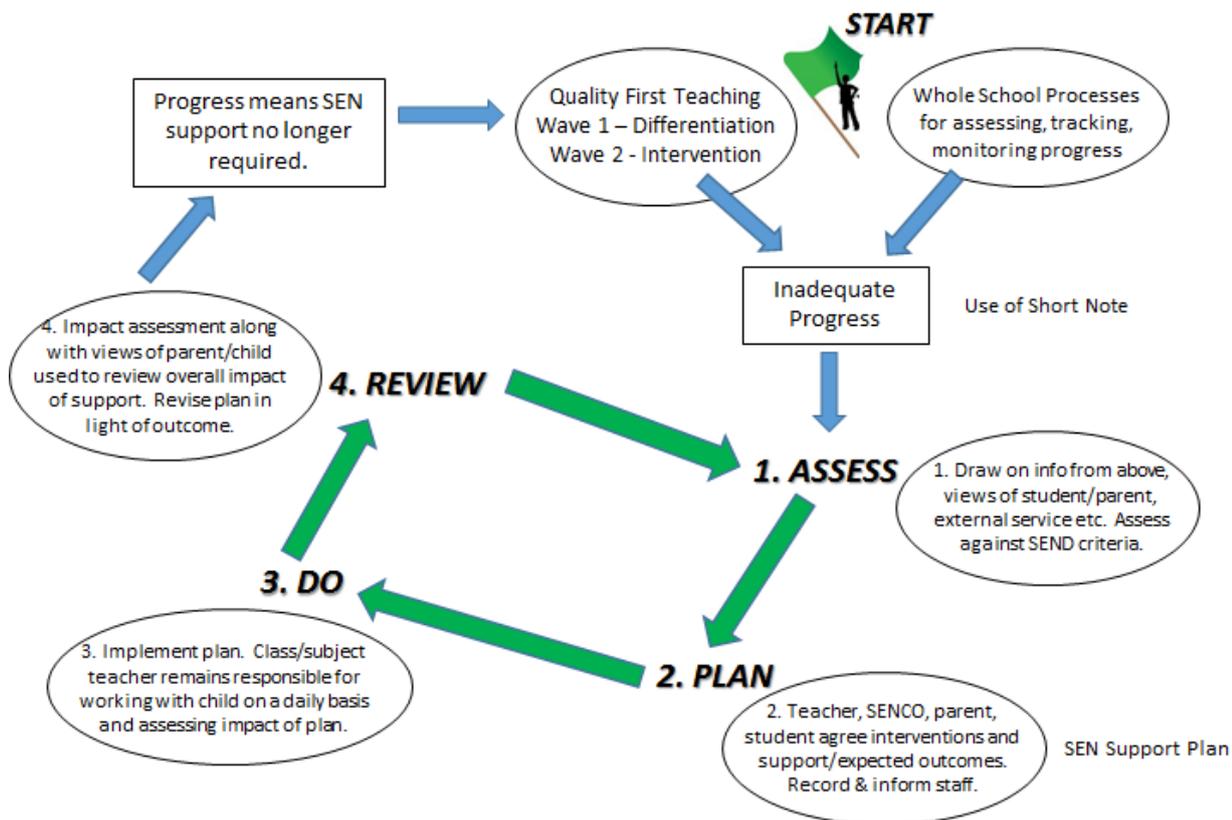
Year	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Difficulties
7	3	14	6	0
8	2	4	3	2
9	3	4	2	0
10	3	2	3	1
11	2	1	6	0
Total	13	25	21	3

5. Graduated Response

Wellfield adopts a graduated whole school response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having Special Educational Needs, the school will intervene.

If a pupil is known to have special educational needs when they arrive at school, the SENCO, Assistant SENCOs, Learning Support staff, Inclusion Manager, departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.



The triggers for intervention could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not resolved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- If we conclude, after consulting parents, that a pupil may need further support to help them progress, we will consider our reasons for concern alongside any information about the pupil already available to the school.
- The SENCO and Learning Support staff will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and pastoral teachers will remain responsible for working with the pupil, for assisting in the planning of an individualised programme and for the delivery of such a programme.
- In some cases outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO with the parent's permission will contact them.

Nature of Intervention

The SENCO and the pupil's subject teachers, in discussion with the child's parents, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be:-

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

The wave model below outlines Wellfield’s approach towards intervention.

Wave 1	Quality First Teaching Inclusive teaching for all. Effective classroom support following school procedures and policies.	
Wave 2	Catch-up small group intervention Additional interventions to allow pupils to work towards and exceed age related expectations.	
Wave 3	Individualised support 1:1 Personalised interventions to improve basic skills and accelerate progress.	

Wave Model –Triggers

Quality First Teaching

- Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The student’s class teacher will take steps to provide differentiated learning opportunities that will aid the student’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCO Team will be consulted as needed for support and advice and may wish to observe the student in class.
- If a student has recently been removed from the SEN Register they may also fall into this category, as continued monitoring will be necessary.
- Parents will be informed of any concerns and the school action-taking place. Parents are encouraged to share information and knowledge with the school.
- Concerns by teachers and/or parents will be investigated. Use of Short Note if required.
- Students will only be placed on the SEN register once the need is confirmed. Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student’s needs and progress being made.

Wave 2 –SEND Support

- This recognises students who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Wave 2 provision, the school puts provision in place without recourse to regular external advice or additional resources provided by the Local Authority.
- Class/subject teachers collaborate with the SENCO on evidence gathering and identification.

- Once the SENCO Team has been notified, they will make their own assessment through reviewing the evidence of identification supplied by the teacher and/or through observation and/or against formal criteria.
- SEN Support Plan drawn up detailing outcomes and provision required. Provision is monitored at least 3 times per year, evaluated and, if necessary, adjusted.

Wave 3-SEN Support

- When a student has been identified as having SEND and steps have been taken for provision Under Wave 2 SEND SEN Support Plan but the student has not progressed as expected, the school will consider taking steps under Wave 3 SEND Support.
- Following the school’s previous assessment under Wave 2, where appropriate external professionals will be called to make their own assessments of the student and provide support in the planning of extended provision, continued assessment and revised action points.
- The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress. This may involve the further use of a SEN Support Plan with reviews at least as per Wave 2, of the school may investigate applying for an Education, Health and Care Plan.
- External input can involve support and intervention, for example through specialist teaching or therapy. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

6. Teaching, Learning and Assessment

Pupil Assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement.

Pupil assessments provide important information for pupil review and support meetings and may also be used as a basis for an initial referral to the SEND Team.

The team may also use assessment (reading, writing, numerical) to further assess a pupil’s Special Educational Needs. The school regularly reviews assessment data to ascertain the success of interventions put in place and is constantly seeking new ways to ensure progress by students who have a SEND. The school will review the provision made to students to ensure that action is suited to need. If a given provision is not meeting the needs of students then we will attempt to assess why this is the case, and then seek a new solution/provision. For example, a certain provision may upon review not be suited to an individual’s learning style and so an alternative method of seeking progress will need to be found.

It is important to note that not all pupils referred to the SEND Team will be SEND pupils; any support and guidance given may be short, medium or long term.

<p>How have we made this school accessible to children with SEN? (including after school clubs etc.)</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs; • We provide support with homework and reading at lunchtime, before and after school; • Key words and literacy resources are used across the school to support learning; • Appropriate transport will be provided to allow access to the full range of enrichment opportunities available to all our students. • Access arrangements will be made for those students requiring consideration for exams, assessment, etc.
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7. Staffing

The teaching and learning requirements of all children with SEND is primarily the responsibility of the class teacher with support from their curriculum area (inclusive Quality First Teaching). This reflects the principle that SEND is a whole school issue and a recognised aspect of all curriculum planning. All staff at Wellfield School are expected to teach pupils with SEND.

Head Teacher – Mrs Linda Rodham

Mrs Rodham is responsible for:-

- The day to day management of all aspects of the school, this includes the support for children with SEN;
- She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met;
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

SEND Governor - Mrs Heather Anderson

Mrs Anderson is responsible for:-

- Making sure that the necessary support is made for any child who attends the school who has SEN.

Special Educational Needs & Disability Co-ordinator (SENDCO) – Mr Hugh Conway, with Mrs Jo McShane taking this role from September 2017. Mr Conway has obtained a Post Graduate Certificate in Special Educational Needs Co-ordination and Mrs McShane is completing this course.

Mr Conway, working with the rest of the SEND team especially the two Assistant SENCOs, is responsible for:-

- Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school;
- Ensuring that you are:-
 - involved in supporting your child's learning;
 - kept informed about the support your child is getting;
 - involved in reviewing how they are doing;
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychology etc.;
- Updating the school's SEN register (a system for ensuring all the SEN of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs;
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.

To contact Mr Conway email h.conway@wellfieldschool.net or phone 01429 838783.

Inclusion Manager – Mrs Niqui McConnell

Assistant SENDCOs

Lower School (Years 7 & 8) – Adele Mutton (Post Graduate Certificate for teaching pupils with Specific Learning Difficulties (Dyslexia).

Upper School (Years 9, 10 & 11) – Sharon Forbes (BA Hons in Supporting Learning in the Classroom who is studying a Master Degree in Autism).

Progress Leaders:

Sharon Forbes (HLTA Pegasus Hub Manager)

Adele Mutton (Nurture Group Co-ordinator)

Gill Bainbridge (HLTA Pegasus Hub Support Assistant)

Luke Glaister (Nurture Group Co-ordinator – from September 2017)

Helen Drewett (Vocational co-ordinator / Alternative Provision Support)

Adam Pearson (HLTA Behaviour)

Debs Sams (HLTA Intervention & Support)

Assistant Progress Leaders

Tom Clarke (Behaviour)

Rob McConnell (Behaviour)

Ann-Marie Pitcairn (Pegasus Hub Support Assistant)

Stacey Turnbull (Pegasus Hub Support Assistant)

Head of Learning / Tutors / Subject Teachers

They are responsible for:-

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary;
- Using Individual Learning Plans (ILP) as appropriate when planning for your child's lessons;
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;
- Ensuring that the school's SEN and Literacy Policy is followed in their classroom and for all the pupils they teach with any SEN.

<p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none">• The SENCO's job is to support the teachers in planning for children with SEN;• The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc.;• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Sensory Service, etc.;• This school has recently trained all members of staff about ASD;• This school has recently run whole staff training about the use of additional adults in the classroom, meeting the needs of all learners, dyslexia and literacy.
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none">• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met;• Support staff will support with your child's learning in the classroom;• Specific resources and strategies will be used to support your child individually and in groups based upon the Pupil Profiles drawn up by SEND staff;• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none">• Your child's progress is continually monitored by his/her teachers, tutors and Heads of Learning and also at least three per year via Data Collection;• His/her progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject;• If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels';• Children at School Support will have a Support Plan which will be reviewed twice a year;• The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education;• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

8. Transition Points – including Primary to Secondary, Secondary to Post-16 and Moving Schools

In the SEND department we know how important a successful transition is to our pupils with additional needs. We provide extra visits for those who we feel will benefit from an enhanced transition. The period of transition depends on the individual needs of the pupil. Staff will also take opportunities to visit our feeder primary schools and get to know the pupils in their current setting.

This gives us an opportunity to see what is currently in place for the pupil and how we can support them at Wellfield. Where needed, the SENCO/Assistant SENCO/Head of Learning will attend the Annual Reviews to meet the current class teacher, parents and most importantly the pupil. At this meeting we hope to ease any worries or concerns for the move to Wellfield.

We are keen to involve parents/carers as much as possible in their child's transition to secondary school. We invite parents during the summer term of Year Six, this opportunity involves a tour of the school (including areas used for additional support), being introduced to key staff and having the chance to discuss any concerns again before the start of Year Seven. This meeting is followed up by another invitation in the Autumn Term of year 7, where the transition period is discussed, reviewed and evaluated.

During Year 8 students with a SEND are also provided supported with Option Choices for Year 9 via Mrs Mutton, their Head of Learning and associated staff members.

We also provide an enhanced transition for KS4 pupils moving onto their Post-16 choice. This can include visits with familiar staff to the new provision and inviting new staff to Wellfield to meet the pupil and attend Annual Reviews where needed. Again the period of transition will depend on the individual needs of the pupil.

If your child is moving child to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving years in school information about your child will be shared with their new teachers. If your child would be helped by a personalised plan for moving to another year, we will put this in place.

In Year 11:-

- Your child will be supported by Mrs Drewett and will meet with a One Point Worker to create a plan for their Post 16 education;
- Your child's Head of Learning and tutor will support your child in finding a new school/college;
- If necessary, the Head of Inclusion (SENCO), One Point Worker, Head of Learning or Year Manager will arrange visits to new schools / colleges for your child.
- All relevant SEND Information will be shared with the provider the student transitions to.

9. Parent Partnerships

All Parents are actively encouraged to be involved in their children's education, and are invited into school when decisions are required to ensure their child is receiving the appropriate level of support to meet their individual needs. If the school feels that a student needs to escalate through the SEND systems in school, parents will be invited into school to discuss fully their child's needs so an agreed plan can be initiated as required. Whatever the stage a student is in, parents will be encouraged to be full partners in all decisions made to help support their child, enabling them to progress towards the agreed outcomes.

From time to time you may have questions about your child's needs and the level of support that is required for your child to make relevant progress. We hope that together we can alleviate concerns and work together to make sure each child gets the best education they can. A positive and supportive relationship with parents is one of our most powerful resources and has a significant

impact upon pupil progress. To these ends we are never further than a phone call away, and we always aim to respond to queries within 24 working hours.

If you have concerns about your child's progress you should speak to your child's Head of Learning initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant Head Teacher Inclusion (SENCO). If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher. If you are still not happy you can speak to the school SEN Governor.

The Local Authority's Local Offer can be found at www.countydurhamfamilies.info . This site contains details of all the support offered to families by Durham County Council. Additional support for parents of students with a SEND is also provided by Durham SEND Information Advice and Support Service at <http://www.durhamsendiass.info> .

When a teacher or a parent has raised concerns about your child's progress and targeted teaching has not met the child's needs, the teacher, Head of Learning must raise this with the Head of Inclusion (SENCO) e.g. through the use of Short Note. At Wellfield School, there are regular Data Collection dates (up to six per year) and then subsequently meetings between the Head of Learning and members of the Leadership team in the school to ensure all children are making good progress. We also run regular case conferences in Upper School to monitor progress and achievement across a child's curriculum. This is another way your child may be identified as not making as much progress as they could be.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail:-

- o To listen to any concerns you may have too;
- o To plan any additional support your child may receive;
- o To discuss with you any referrals to outside professionals to support your child's learning.

What do we do?

- 1-1 meetings with parents/carers or family meetings can be arranged;
- Multi-Agency Meetings can be arranged. This allows us to bring a range of agencies including specialist teachers to deliver information to help with your child's education. This also allows the opportunity for parents /carers to work together, with their child, and be shown how to use resources at home;
- Invite parents/carers to come and talk about any concerns they or the school may have in a relaxed atmosphere.
- We hold Reviews three times per year for all students on SEN Support Plans / EHCPs where parents and students are invited to discussions with the SEND Team (usually Assistant SENCOs) to talk about their progress. During these discussions the student's progress across all curriculum areas will be reviewed, as well as other aspects of their progress such as social development, behaviour, attendance and pastoral care. The data will be measured against National Averages, with support being planned for the year ahead to ensure that any gaps identified can be bridged. At the annual review, students and their parents will be able to share their thoughts and will be fully consulted, as partners, on the level of support and type of provision the student has been / will be provided. There will be no surprises following an annual review and a copy of all relevant information, including fully costed provision maps, will be made available to parents and students as required. Parents and students will also be informed of any developments within the School Offer/LA's Local Offer at the annual review and their feedback will be recorded and sent to the SENCO where a central record will be maintained. The SENCO will review all feedback when updating the Local Offer (usually completed every Summer Term). The SENCO will ensure that information within the School Offer, as displayed on the school's website, is kept up to date and is appropriate to ensuring that the school meets the needs of all students.

How does this help?

Positive Parent Partnerships offers an opportunity for parents/carers to discuss issues about their children and their education, and any problems that may be encountered throughout their educational lifetime. It strengthens links between home and school and builds confidence in making sure the needs of your child are at the centre of all the work we do.

<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s teachers, tutor and Head of Learning regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places; • Your child’s Head of Learning, Inclusion Manager (Mrs McConnell), Year Manager and the Assistant Headteacher (Inclusion & SENCO) or is available to meet with you to discuss your child’s progress or any concerns/worries you may have; • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child; • School Support Plans will be reviewed with your child and any updates will be sent to you; • Homework will be adjusted as needed to your child’s individual needs.
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Every year we hold Parents’ Forums where parents of students with a SEND discuss any concerns or queries they have with our SEND Team. This will be an informal meeting where ideas can be shared and good practice built upon to make sure that we are meeting the needs of all our students and their families. The school also asks parents attending these meetings to complete questionnaires to enable us to judge how well we are meeting both their needs and the needs of their children, as well as informing us of any areas we need to develop further. We also aim to provide details of other organisation that can support students/families are required by their SEND.

If a parent / carer has a query about the level of support being offered to their child then may contact the school to discuss with the SENCO. After speaking to the SENCO, if a parents is still not satisfied with the situation they may address a complaint to the school as explained in the Complaints Procedure (to view a copy click [HERE](#)).

10. Enhanced Mainstream Provision (EMP) for students with a Diagnosis of Autistic Spectrum Disorder (ASD)

Wellfield School has extended SEND provision for ASD pupils through the development of our Enhanced Mainstream Provision (EMP), called the Pegasus Hub.

This represents a significant commitment between the school and the Local Authority, to work in partnership to effectively include pupils with complex learning and communication needs.

The Pegasus Hub is for some of our most vulnerable pupils, who will often have a combination of Special Educational Needs, in the areas of Communication and Interaction, and Cognition and Learning. This will include many pupils with complex communication difficulties and Autistic Spectrum Disorder (ASD).

The provision consists of a personalised and flexible programme of support, which can be updated regularly, and will vary from child to child according to their specific needs. Our aim is to ensure that pupils are fully integrated into the mainstream curriculum with tailored support, secure in the knowledge that the Pegasus Hub is always available should they require additional support.

Students attending the Hub have their needs covered by our Autism Curriculum Policy, as do all students with a diagnosis of ASD. [Click HERE for a copy of our Autism Curriculum Policy.](#)

11. Life Skills – Preparing for Adult Life

Securing Independence

All of our pupils follow an appropriate curriculum ensuring that we meet individual needs. We provide all our young people with the space and attention they need to develop confidence, as well as helping them form a sense of ownership over their work and own development and progression.

Some students, e.g. those in the Pegasus Hub, may be offered life skills in addition to their academic curriculum. During this time we may cover such areas as:

- Personal and Interpersonal skills;
- Active Citizenship;
- Entrepreneurship and Enterprise;
- Preparation for adult life and work;
- Enrichment Projects e.g. Hair and Beauty, Gardening, cookery, sport etc.

13. Student Voice / Consultation

The views of students with a SEND will be taken at all reviews, including annual reviews. This is in addition to whole school student voice which is collected every half term. The SENCO will also organise to take the voice of all students with a SEND on an annual basis using a questionnaire which covers all general aspects of school life. The data collected will be used to advise future developments and provision on both an individual basis, and whole school basis as appropriate.

The SENCO Team also respond to students views daily, on a less formal basis. Some students spend considerable time working with members of the Learning Support Team, who meet daily and ensure that students' needs are being met. This includes students attending the Pegasus Hub whose needs often require a prompt response. Student voice indicates that students are confident in expressing their views/concerns and feel that staff will take them seriously and help them as required.

12. Finance

The school budget, received from Durham LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:

- o the children getting extra support already;
- o the children needing extra support;
- o the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed. The school can apply for top-up funding for students with more complex needs, but must first demonstrate how it has spent £6K towards the support of any individual. This information will be detailed in the child's individual Costed Provision Map.

Who are the other people providing services to children with an SEN in this school?	A. Directly funded by the school.	<ul style="list-style-type: none">• Progress Leaders / Assistant Progress Leaders who work in classrooms, in small group work and one-to-one sessions;• Additional Educational Psychology input to provide a higher level of service to the school;• Counselling;■ Transport to allow inclusive practice;• Year Managers for Pastoral Issues.• Alternative providers.
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	B. Paid for centrally by the Local Authority but delivered in school.	<ul style="list-style-type: none"> • Autism Outreach Service; • Educational Psychology Service; • Sensory Service for children with visual or hearing needs; • Learning Difficulty & Disabilities Inclusion Service (LDDIS). • Speech and Language Therapy (provided by Health but paid for by the Local Authority).
	C. Provided and paid for by the Health Service (NHS Trust) but delivered in school.	<ul style="list-style-type: none"> • School Nurse; • Occupational Therapy. • Hydrotherapy; • Physiotherapy.

14. External Agencies

Partnerships

The SEND Team work closely with the following professionals in order to provide the highest levels of support for pupils with SEN, including:

- SEND Team from Durham's Children and Adults' Services;
- Appropriate specialist support for pupils with a Specific Learning Difficulty;
- Educational Psychologists;
- First Response (Social Services) including an Educational Social Worker;
- The Service for the Hearing Impaired;
- The Service for the Visually Impaired;
- The Health Authority, in particular the School Nurse;
- The Child and Adolescent Mental Health Service (CAMHS);
- One Point;
- Governors' Pupil Welfare Committee;
- Industry and College links.
- The Support Team at Wellfield including the SEND Team and Head of Learning for learning issues, and Year Managers for pastoral issues;

12. Useful Links

The Local Authority's Local Offer can be found at www.countydurhamfamilies.info. This site contains details of all the support offered to families by Durham County Council. Additional support for parents of students with a SEND is also provided by Durham SEND Information Advice and Support Service at <http://www.durhamsendiass.info>.

College Name	Add1	Add2	Add3	Add4	Add5	Name	email
Durham Sixth Form College	The Sands	Durham	DH1 1SG				www.eastdurham.ac.uk
New College Durham	Framwellgate Moor Campus	Durham	DH1 5ES				www.newcollegedurham.ac.uk
Hartlepool Sixth Form College	Blakelock Road	Hartlepool	TS25			Adrian Bostock	www.hpoolsf.ac.uk
Hartlepool College of Further Education	Stockton Road	Hartlepool				Tina Preston	www.hartlepoolfe.ac.uk
Cleveland College of Art and Design	Green Lane	Linthorpe	Middlesbrough	TSS 7RJ			www.ccad.ac.uk
Byron College	Westway	Peterlee	Co. Durham	SR8 1DE			www.byron-college.co.uk
East Durham College	Willerby Grove	Peterlee	Co. Durham	SR8 2RN		Christine Booth	www.eastdurham.ac.uk
Durham University	Old Elvet	Durham	DH1 3HP				www.dur.ac.uk
Newcastle University	Newcastle upon Tyne	NE1 7RU					www.ncl.ac.uk
Northumbria University	Ellison Place	Newcastle	NE1 8ST				www.northumbria.ac.uk
University of Sunderland	Edinburgh Building	City Campus	Chester Road	Sunderland	SR1 3SD		www.sunderland.ac.uk
Teesside University	Middlesbrough	Cleveland	TS1 3BA				www.tees.ac.uk





13. Annual Review of this SEND Information Report

The SENCO reviewed this SEND Information Report in May 2017.

- The language of the SEND Information Report was updated to ensure it was consistent with the Code of Practice.
- The format of the first section was updated to ensure it was easier for stakeholder to understand.
- The Accessibility Plan has been updated, along with updates to the Inclusion Policy and Behaviour for Learning Policy to reflect school practice.
- Mrs Jo McShane has been included as she will undertake the role of SENCO from September 2017.
- **The Finance Section has been updated.**