



Wildern School SEN Information Report

This document is produced in accordance with Clause 65 of the 2014 Children's Act and Section 6.79 of the 2015 Code of Practice. It has been produced in consultation with parents and the governor for SEN.

The kinds of Special Educational Needs 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:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>



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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
- For students on the special needs register, a student profile is created in collaboration with the primary school. This is shared with parents who are invited to contribute to the document. A photo is added after joining Wildern School. These profiles are shared with the students' teachers.
- Your child will meet the 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
- If your child is supported by a Specialist Teacher Advisor, the advisor may be involved in supporting the transition process.
- Parents of Year 6 are invited to a new intake parents' evening in the Summer Term at Wildern School



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- Wildern School holds an Open Evening during September where prospective parents are able to look at what is offered by the school
- Students with SEND will have a Student Profile produced in consultation with the primary school. This will be shared with parents by the primary school SENCo. A photo is added when these are available.

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 Special Educational Needs 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 feeder 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



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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 an Education, Health and Care Plan.



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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.

For a formal diagnosis of certain difficulties eg. 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' to which parents are invited. 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.



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- Student progress is shared with parents through Wildern Assessment Data (WAD) which is provided 3 times per year.
- 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 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 accessible through the Google Classroom. Letters home are emailed to parents (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.
- Student profiles are written with students for those students who are placed on the SEND register whilst at Wildern School.

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- For students who transfer on the SEND register from primary school, the student profile is written with the SENCO from the feeder school. This is shared with parents prior to starting at Wildern School so that they can add any information that may be necessary.
- 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 and may be delivered by the SENCo or external agencies, for example the Educational Psychologist or Specialist Teacher Advisors.
- 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 and Spelling 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.
- The Maths and English Department offer interventions for students who have particular difficulties in these areas. These may be delivered by a qualified teacher or by a specialist teaching assistant.
- 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.
- Students with SEND may also access our bank of Chromebooks on a lesson by lesson basis if there is an identified need.

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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 10. For students, it involves a 3 x weekly 20 minute commitment during registration time.
- The *Beyond the Book* programme is designed to support students whose teacher has identified them as requiring additional support with their reading. It involves the English department, with students following a 6 week programme focusing on comprehension, inference and analysis skills.
- The *Rapid Reading* 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 *Read On* intervention is for students who have a reading age above 9 years and 6 months with reading difficulties.
- We run a *spelling intervention* for students who struggle with spelling. Students will generally have between 2 and 3 sessions a week.
- Some students may have 1:1 reading and spelling interventions if it is felt that the above packages are not suitable.
- Some students may need support with *Speech, Language and Communication*. This may be in the form of a social communication group or direct pre-teaching of vocabulary and communication skills.



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- *Maths intervention* is delivered to students who have not reached age-related expectations in their Key Stage 2 Maths assessment, with a specific focus on supporting numeracy skills for those students where this is identified as an area for improvement. In other year groups Maths intervention is delivered when students are identified as needing extra support by their subject teacher. This is delivered by our Maths Core Progress Assistant or one of our Maths intervention teachers.
- *Study Skills* sessions may be delivered to groups of students in year 10 and 11.

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.



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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 registration nurture group. These students will register two mornings a week in The Learning Support Department with a teaching assistant and during the Autumn Term the Emotional Literacy Support Assistant (ELSA) who will complete a program called FRIENDS for Life.
- In other year groups, students may attend a registration nurture group led by a teaching assistant. Students may work on social skills or problem solving strategies, for example to help manage anxiety.
- Anxious students can spend break time and lunch time in the Learning Support Department overseen by the Learning Support team. There are also various clubs including one overseen by the Year 8 'CHUMS'.
- Some vulnerable students may be allocated a 'key worker' who is generally a member of the Learning Support team. This enables students to share concerns relating to friendship issues, difficulties at home or with learning.
- We have staff trained to run sessions to support students with exam stress and motivation.
- Student Services office is a provision for vulnerable students who need additional support during the school day, for example if they feel that they are being bullied.
- 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 First Aid Room keeps medicines in locked cupboard, including insulin, *epipens* and inhalers. Students can come to the First Aid Room when necessary to take medicines in accordance with



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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 and Deputy 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) / Communication and Language Team (CAL) and students with physical difficulties (PD) 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 or can be accessed if other strategies and support have been unsuccessful. Access to the Educational Psychologist is by SENCo referral.
- CAMHS will carry on working with your child at Wildern School if support is still required. CAMHS referrals can be made by the Learning Support Department, Student Services or by the DOPA (Head of Year)
- 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. Students with EHCPs where Communication and Interaction is the primary area of need will be



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monitored by the Specialist Teacher Advisor Service for Communication and Language (CAL team)

- Parents may also seek support and advice from SENDIASS. They have been commissioned by the Local Authority to offer impartial help for parents
- <https://hampshiresendiass.co.uk>

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 the D@art, which are fully accessible. The school has disabled parking bays as well as accessible toilets 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 Disability Policy, which can be found on the school website.)

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.



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- 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* 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 and parents when they are involved in working with the Educational Psychologists, writing Student Profile Sheets and in Annual Reviews.
- Parents are also invited to attend Personal Learning Review meetings 3 times a year in years 7-10 and twice in year 11.

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
- Students, who have an Education Health and Care Plan will have the opportunity to invite their prospective college to their Annual Review in Year 11.
- Students with complex needs, who do not have or Education Health and Care Plan will also have Transition Planning arrangements made.
- Students identified as requiring additional support, will have an opportunity to discuss their future plans with a careers advisor in Year 8, 10 and 11.



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- Student with EHCPs may also have additional visits to college to support transition if required.
- Students can also drop in to visit the Careers Advisor on Monday, Tuesday and Wednesday during lunch and after school.
- In Year 10 all students will have an opportunity to visit two colleges for taster days.
- The Learning Support Department will share Student Profiles with prospective colleges so that they are aware of your child's needs.

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 seeks to comply with requests for support.

Parents may also seek support and advice from Core Assets. They have been commissioned by the Local Authority to offer impartial help for parents.

<https://www.corechildrenservices.co.uk/>



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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

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

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