



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 Fleeman, Deputy SENCo Miss Lahiff, or a member of the Learning Support Team. Tel: 01489 779457
- Your child's Primary School should invite Mrs Fleeman or Miss Lahiff to the Year 6 Annual Reviews and to any IPA meeting before transfer to Wildern School.
- In the summer term of year 6, Mrs Fleeman and Miss Lahiff visits the SENCo at your child's school and SEND information about your child is passed on to them
- 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 their 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
- Wildern School holds an Open Evening during September where prospective parents are able to look at what is offered by the school



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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 that requires provision which is additional to or different from what is ordinarily available. 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 through ordinarily available provision.

Prior to Transition:

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

On entry to Wildern:

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

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

Whilst on roll at Wildern:

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

- Monitoring of student progress by teaching staff and Learning Support Department
- Reports sent to school by Local Authority external agencies, e.g. Child and Adolescent Mental Health Services (CAMHS), Education Psychology Services and Occupational Therapy

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- 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.

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.

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.
- Annual SEN Consultations days provide an opportunity to meet with a member of the Learning Support team.
- All students and parents will be invited to designated parent- tutor evenings. During this process students with SEND, will agree targets. These targets will be reviewed throughout the year.
- 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.

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- The SEND Governor is Mrs Juliet Reed-Birks. 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 appropriate school channels, for example the wildern@wildern.org email address.
- Self-study is accessible through the Google Classroom.
- Letters home are emailed to parents

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.
- 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 including reading and spelling programmes. Some students may have support for Self-Esteem and Social Skills.
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- The Maths, English and Science Department offer interventions for students who have particular difficulties in these areas. These may be delivered by a qualified teacher or by a Core Progress Assistant.
- A SEND Self-Study Club runs every Monday afternoon in the 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 chromebook issued by the Learning Support department. This will be determined by the Specialist 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.

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 Ambassador* 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 9 working with selected Year 7 students
- The *Rapid Reading* intervention is for students who have more significant difficulties with reading. The intervention includes 1:1 reading, online activities and worksheets. Students will have 2 x 25 minute sessions each week and the books can be accessed on line at home.
- 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.
- *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



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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.

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

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

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

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

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

- Anxious students can spend break time and lunch time in the Learning Support Department Games club overseen by the Learning Support team.
- 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.
- The Student Hub and Student Services is a resource for vulnerable students who need additional support during the school day, for example if they feel that they are being bullied and need to report this, or if they are attending targeted pastoral interventions.



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- The NEST is a provision for students who, for a number of reasons, may require additional support to attend lessons and are at risk of disengaging with school due to behaviour.
- 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 the school medical policy. When students are too unwell to stay in school, parents are contacted to arrange collection

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

The school SENCo holds the National Award for SEN Co-ordination and is 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 monitored by the Specialist Teacher Advisor Service for Communication and Language (CAL team)



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- 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.corechildrensservices.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 Fleeman or a member of the Learning Support Team on 01489 783473 to discuss your child's needs.
- Your child will have a planner for recording key information and for communication between home and school. This will be checked regularly by your child's tutor.
- Please help your child with self-study 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.
- 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 parent/tutor meetings, SEN consultation meetings and subject meetings.



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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 an 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 9, 10 and 11.
- Student with EHCPs may also have additional visits to college to support transition if required.
- In Year 10 all students will have an opportunity to visit 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 Fleeman (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.corechildrensservices.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.



“Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.” *The United Nations Convention on the Rights of the Child.*