School Information Report
Special Educational Needs Provision
Support for Learning

Ounsdale High School & Sixth Form

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Introduction

- The purpose of this report is to explain how Ounsdale High School supports children who have been identified as having or are suspected of having Special Educational Needs. It has been written with regard to the Statutory Special Educational Needs and Disability Code of Practice: 0-25 years which came into effect in September 2014.

- As an inclusive 11-18 secondary Ounsdale High School is committed to ensuring that every child has the opportunity to:
  - Achieve their best
  - Become confident individuals with fulfilling lives
  - Make a successful transition into adulthood, whether into employment, further or higher education or training

- We welcome students of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

Support for Learning Team - Contact Us

- For queries regarding SEND learning, progress and support, please contact the SENCO, Assistant SENCO or your child's Key Worker.

Mrs R Harvey	**Assistant Headteacher SENCO**	Rharvey@ounsdale.staffs.sch.uk
Mrs J Weaver	**Assistant SENCO**	Jweaver@ounsdale.staffs.sch.uk
Mrs K Campion	**Assistant SENCO Facilitator**	Kcampion@ounsdale.staffs.ac.uk
Mrs D Cameron	**SEN Administrator**	Dcameron@ounsdale.staffs.sch.uk
Mrs A Mitchell	**Support for Learning Keyworker**	Amitchell@ounsdale.staffs.sch.uk
Mr A Dainty	**Support for Learning Keyworker**	Adainty@ounsdale.staffs.sch.uk
Mrs E Kerin	**Support for Learning Keyworker**	Ekerin@ounsdale.staffs.sch.uk
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Mrs G Hobbs	**Support for Learning Keyworker**	Ghobbs@ounsdale.staffs.sch.uk
Mrs L Garvey	**Support for Learning Keyworker**	Lgarvey@ounsdale.staffs.sch.uk

For more general queries about learning and progress, attendance or behaviour, please contact the pupil's Head of House

For queries regarding learning and progress in specific subjects, please contact the Assistant Headteacher responsible for that faculty.

Contact details for Assistant Headteachers and Heads of House are on the school website

How does the school know if a pupil needs extra help?

- Ounsdale High School is committed to supporting all students to make the best possible progress that they can during their time with us. A student is identified as having Special Educational Needs if they have:
  - significantly greater difficulty in learning than the majority of others of the same age, or
  - a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in the school
  - They require additional or different teaching or support in order to make progress in line with their peers

- Students may be identified as having additional learning needs in one of the following ways:
  - From information supplied at the time of joining the school
  - Through information received during the transition process
  - Through reading tests taken at the start of Year 7
  - Through teacher generated assessment data
  - Through concerns raised by a subject teacher
  - Through concerns raised by a parent
  - Through diagnosis (e.g. via Paediatrician)

- Each case will be referred to the appropriate Assistant Headteacher (Faculty lead), Head of House or SENCO as deemed necessary. Faculty leads will look at whether a student has additional learning needs, in conjunction with the SENCO, while the Head of House looks at providing support for pupil well-being.

- Once an assessment of need is made, an appropriate programme of support can be put in place. Depending upon the nature of the additional need, this may be done through in-class support or through more intensive small group teaching and support.

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

- Firstly, please remember that if a child is struggling, this could be due to a number of things, so many different avenues may need to be explored.

- If, as a parent , you think that your child is struggling in one particular area, the first conversation should be with the subject teacher who will be able to discuss with you whether your child is experiencing difficulties in relation to their peers. Faculty leads will also be involved in these discussions and will work with the subject teacher to explore the issues that you have raised.

- If, as a parent , you feel that the educational need is more wide reaching and involves a range of subjects, then it would be more appropriate to contact your child's Head of House or the SENCO.

- It may also be beneficial to discuss your concerns with your GP, as any referral onwards will be made by them.

How will the school support my child?

- School based support for pupils with special educational needs is delivered through a tiered approach (Wave 1, 2 and 3)
  - **Wave 1 support** comes through the delivery of Quality First Teaching in all subject areas. This is planned by each class teacher within their faculty area. All pupils are supported this way.
  - **Wave 2 SEN support** is delivered through targeted learning programmes and specific targeted in class support; planned and delivered by the SENCO and Support for Learning team. Most pupils with SEN are supported this way.
  - **Wave 3 SEN support** is targeted at an individual pupil level, and may be delivered by the SENCO, Support for Learning staff or from an external provider. Some pupils are supported this way. Some of the pupils who receive Wave 3 intervention will have an Education Health and Care Plan.
- All support is reviewed termly in order that we continue to provide the most effective support for student progress.
- *Some pupils receive short term **Wave 2 support**, but are not registered as having SEN. This may include targeted support programmes (for example literacy intervention in Year 7).*

How will the curriculum be matched to my child's needs?

- Each pupil with Special Educational Needs will have an Inclusion update and Individual Needs Plan, detailing their individual needs, their progress data and strategies that can be used to support them. Provision maps are used to plan support across the school for students in each year group and for particular educational needs, such as dyslexia.

- In lessons, teachers use differentiated approaches to support pupils through quality first teaching. This is achieved in a wide variety of ways, including differentiation, the use of coloured paper, editing text-based resources, small group work and targeted tasks.

- For some students, it may be more appropriate to offer an alternative curriculum package, for example through a reduced number of options at GCSE, the study of Entry Level and Level 1 vocational courses, or through extraction from lessons such as Modern Foreign Languages in Key Stage 3.

How will the school and I know how my child is doing?

- Students are assessed in lessons regularly. Each term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored. Reports on pupil progress are published each term to parents on WISE and each year there is a parents evening where progress can be discussed.

- The school regularly texts, emails or contacts parents by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged on WISE and can be viewed by parents on a daily basis.

- For pupils with Special Educational Needs, an Annual Review meeting is offered to the parents of pupils who are identified as SEN Support, and either have a Statement of Special Educational Need or an Education Health and Care Plan, or receive intensive, targeted support in school. This meeting, which can include the student, will be to discuss and agree support programmes, or review the support offer.

- If you wish to meet to discuss your child's progress further, then the SENCO, Support for Learning team and Student Progress and Support Team can be contacted to arrange an appointment.

How will the school help me to support my child's learning?

- In SEN reviews and meetings with parents we will discuss practical strategies on how to support your child with their learning.
- For pupils on targeted intervention programmes, such as for literacy or numeracy, the programme leader will provide information about what activities can be done at home to support your child with their learning.
- At parents evening there will be the opportunity to discuss subject specific support and guidance strategies.
- We also aim to offer parental support and training events, subject to pupil needs, availability and interest.

What support does the school offer for my child's overall well-being?

- The SEN team is part of the wider school Student Progress and Support Team, which also includes the Heads of House/Year.

- All pupils are allocated to a tutor group (these are vertical tutor groups in Y7-10), with a form tutor. Heads of House are responsible for Y7-10 pupils in their house, and there is also a Head of Year 11. Some SEN Support students, and students with an Education Health and Care Plan will have an assigned keyworker, who will be a member of the SEN Support for Learning team, overseen by the SENCO. Subject teachers also play a vital role in supporting students.

- The Hub is a specialist in school facility that focuses on the emotional and behavioural well-being of pupils. Each year the Hub trains a number of Year 9 pupils to become Peer Mentors – our Peer Mentors have a significant role in supporting pupils in Year 7 and are also involved with the school's Anti-Bullying work. Each vertical tutor group will have its own Peer Mentors.

- The school has a number of staff who are qualified first aiders and one staff member who manages the medical room each day. Details of medical conditions that teaching and support staff need to be aware of are shared, to include the needs of pupils with Educational Health and Care Plans. Medicines are issued as per school policy. The school nurse is based in Wombourne and visits the school on a regular basis. Part of their work may include home visits, working with families, carers and local GP's.

What specialist services and expertise are available at the school?

- **Mrs Harvey**, Assistant Headteacher SENCO is a qualified and experienced teacher, holds the National Award for SENCO's and is designated as a Specialist Leader of Education (with the Chadsgrove Teaching Alliance) for learning in SEN and Science.
- **Mrs Weaver**, Assistant SENCO is a qualified Higher Level Teaching Assistant and is an experienced Dyslexia Practitioner.
- **Mrs Campion**, Assistant SENCO Facilitator is a qualified Higher Level Teaching Assistant and holds the Level 7 Specialist Assessor qualification, allowing her to assess for Exam Access Arrangements.
- The Support for Learning team includes a number of highly skilled and experienced Teaching Assistants.
- Support for Learning staff work both within the classroom to support pupils, and also teach small groups for some subjects.
- The Hub are experienced in supporting pupils with emotional and behavioural difficulties, to include counselling and mentoring of pupils. Mrs Ford runs the Hub, supported by Mrs Webb (a highly experienced Teaching Assistant).
- The school has Safeguarding trained staff and a Designated Teacher (**Mrs Thompson**) and Deputy (**Mr Ward**) who oversee **Child Protection**.

What specialist services can be accessed by the school?

Current external services accessed by the school include:

- Staffordshire
  - SENSS Team
  - Dyslexia Support
  - Autism Outreach Team
  - Hearing Impaired Support Team
- Dudley
  - Educational Psychology Service
- Staffordshire, Dudley & Wolverhampton
  - CAMHS
  - Educational Welfare

- External specialist services alter in line with pupil needs. Each specialist service operates a criteria system for referral, which the school must be able to evidence at the time of referral.

What training is available to the staff supporting children with SEND?

- Providing high quality first teaching for all pupils, including pupils with SEN is a key priority area for the school.
- There is an ongoing programme of training and development throughout the school year available to teaching and support staff.
- Previous training has included:
  - Differentiation and Inclusive Teaching
  - Dyslexia
  - Supporting reading, writing and achievement
  - Supporting pupils with low motivation
  - Working with Hearing Impaired Pupils
  - Literacy and Communication needs
  - Exam support and strategies to support memory

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

- The school offers a variety of activities out of the classroom and our intention is always that these should be open to all pupils.

- Before a school trip takes place, a comprehensive risk assessment is carried out.
- The school will make reasonable adjustments to activities to allow pupils with SEND to take part. This may include that need for a TA, keyworker or on some occasions a parent to accompany and support the pupil.
- For residential visits there will be a meeting with the parents to discuss the activity, and if appropriate, parents would be invited to meet and discuss requirements for a day visit.
- A meeting with the activity providers may also be appropriate in order to make reasonable adjustments for some pupils with SEND.

How accessible is the school environment?

- The school is set on a spacious site, with many of the classrooms situated on the ground floor.
- Part of the building extends to three stories, and accessibility to these rooms will be considered when timetabling pupil lessons.
- The school has a lift, ramps for wheelchair access and disabled toilet facilities.
- There are low level workspaces available in practical subject areas such as Science and Design Technology.
- All staircases have contrasting stair edges and handrails.
- The school is able to support pupils using hearing aids and radio aids.
- Assistive technology for writing (e.g. tablet computers and keyboards) are available for pupils who require them.

- A copy of the Accessibility Plan can be found on the school website.

How will the school prepare and support my child when they join the school or transfer to new providers?

- When pupils transfer to the school from primary, there is an extensive period of transition support put in place.
- Members of the Student progress and Support Team will visit primary schools and meet pupils and class teachers.
- Pupils are invited to spend two induction days in the school, where they will meet with their form tutor and some of their subject teachers.
- For pupils with SEND, the SENCO or Assistant SENCO may meet with the primary school and with parents.
- If appropriate, there may be the opportunity for an extended induction for SEND pupils, allowing them to visit the school several times before they start. Key notes regarding pupils' special educational needs, as well as current Education Health and Care Plans will also be transferred (as agreed through transfer review).
- For pupils who join the school at other points, parents will be invited to meet with the Head of House and the SENCO as appropriate to discuss the pupils' needs.
- For pupils who leave the school, there will be a similar process of discussion and information sharing with the new setting.
- *Please note: for students with an Education Health and Care Plan transferring from another authority, the EHC Plan will usually cease at the point of transfer.*

How are the school's resources allocated and matched to children's special educational needs?

- Funding for pupils with special educational needs is allocated to staffing an experienced Support for Learning Team to provide for in class support and small group work.
- Funding is also used to support staff training. High quality resources that will enable pupils to make better progress are carefully selected and their use is reviewed each term.
- Each pupil's individual needs are carefully considered when allocating support through our Provision Mapping.
- For some pupils, an alternative curriculum may be the most appropriate offer for their needs. Again, these are designed based on an individual pupil's needs.
- Provision maps outline our support offer for pupils and their individual needs.
- Decisions about the type and quantity of support offered are made on a child by child basis, between the SENCO, subject teachers and parents.
- The school is committed to offering a graduated approach to SEND support: we will assess the needs of each pupil, plan the offer of support, follow the programme of support and review how effective that support has been in relation to the pupil's progress and outcomes.
- This is known as the Assess, Plan, Do, Review cycle.

How are parents involved in the school?

- We are proud of the strong partnerships we have created with parents, students and the community and place a high value on the comments and feedback that they provide in helping us to improve the school even further

- There are a number of ways that parents can be involved in the school:
  - Annual review meetings are offered to pupils with an Education, Health and Care Plan.
  - Meetings with the SEN and Student Progress and Support Teams run throughout the year and can be requested by parents
  - Parents evenings with subject teachers take place annually
  - Key information published via WISE
  - School newsletters
  - Support, advice and guidance sessions
  - Support groups and family learning events
  - Text, email and phone calls
  - Parents can apply to become Governors when vacancies arise

Other Useful Contacts

- Staffordshire Marketplace: https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page
- Staffordshire County Council SEN: https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/Special-educational-needs.aspx
- South Staffordshire Umbrella Network: https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/sungroups/southstaffordshire/SouthStaffordshire.aspx