



## The SEND School Information Report (Local Offer) – Version 4

### Mary Webb School & Science College



#### Introduction/ Overview

At Mary Webb School and Science College we believe that all students have the right to receive a quality education that unlocks their potential and prepares them to be inspired, ambitious and confident citizens for life. We believe that all students have potential and are entitled to succeed and that quality teaching and learning is the key element that enables this success (T&L Policy).

Students with SEND (special educational needs and disabilities) are fully integrated into the school community and our curriculum provision recognises that all students should have access to a broad and balanced curriculum (6.12). Students with SEND learn within this fully inclusive environment with lessons planned and support tailored, to meet their individual needs, so that progress is made. All students with SEND follow the National Curriculum with minor adjustments being made, where appropriate, to accommodate individual learning needs.

The SEND Code of Practice (2015) defines special educational provision for a child or young person as being "additional to or different from" the high quality, differentiated and personalised teaching that meets the individual needs of the majority of children (1.24 & 6.15).

A child would be classified as having SEND if they:

- a) have a significantly greater difficulty in learning than the majority of other students of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The school endeavours to assess, identify and monitor the SEN of the students we support, ensuring that they make progress. We work closely with all parents/carers and listen to their views when planning bespoke intervention and support programmes. They are kept informed of the provision in place to address learning needs and are regularly updated regarding the progress made.

## How we consult with parents and carers of children with Special Educational Needs

The school consults with a variety of parent groups when establishing policy and procedure and when planning, delivering and evaluating its SEND provision. There are several ways in which we access parental voice including:

- Termly meetings between the SENCo and the link governor for SEND
- Regular agenda items at parent's forum meetings
- Parents of students with a Special Educational Need at their review meetings
- Additional parent groups, convened to address specific issues arising from the Code of Practice

The SEND Code of Practice (2015) requires the school to "inform parents when they are making special educational provision for a child (6.2). The school endeavours to involve parents and carers at all stages in the planning and reviewing process by meeting with them regularly to set targets, monitor outcomes and review progress. Meetings will provide opportunities to discuss the interventions, activities and support that a child will receive and to identify the specific responsibilities of the parents/carers, student and school.

In addition, parents and carers are consulted via:

- The "Annual SEND Report to Governors" which is published on the school website
- The "School SEND Policy" and "School Information Report" (local offer) which are published on the school website
- Annual student progress reports (6.64) and progress updates
- SENCo available at 'parent consultation evenings' and 'parents in partnership' evenings. Parental questionnaires seek the views of all parents of all students
- Meetings (three times each year) with parents/carers of all students who have Statements/EHCP's or students who are on SEN Support (6.65)
- Regular contact via telephone, e-mail or letter
- Meetings arranged with parents of students in Year 5 and 6 prior to school placement as necessary
- Attending Year 6 annual reviews for students with statements/EHCP's
- Arranging bespoke transition support for SEND students as necessary
- Department open during the annual "Open Evening" for Year 6 students, parents and carers
- Year 6 parents/carers invited to our "Personalised Learning Department" open afternoon

## **How we consult with our students with Special Educational Needs**

'Student Voice' activities play a significant role in shaping the provision and support provided for individual students or groups of students. Ascertaining the views of students with SEND is undertaken through a variety of formal meetings and reviews but also through informal discussion and conversation. Specific opportunities to seek the 'student voice' would be through:

- Student feedback at 'Annual Reviews'
- Feedback following termly meetings for all students who have Statements/EHCP's or students who are on SEN Support
- Review and feedback following intervention support sessions
- Tutor reviews
- Conversations at break and lunchtime in the Personalised Learning Centre
- Student Voice meetings (a student council organised by our Year 11 prefects)
- Conversations between a student and our pastoral support worker

## **How we support our students at times of transition**

Support for students with SEND includes the "planning and preparation for the transition between phases of education" (6.57). There are three key transition points through which the school must support all students, involving a range of planned transition activities and visits. To support and ensure positive transition, the school shares relevant information and data with other establishments and liaises closely with colleagues regarding the needs of all students. This is particularly important for students with SEND and the school will agree a transition action plan with parents and students as part of the planning process. Key transition activities include:

### **Key Stage 2 – 3**

- Initial contact made with parents of Year 6 students at Open Evening in October, prior to joining Mary Webb School
- Primary visits are made by the Head of Personalised Learning (transition co-ordinator) and SENCo, who meet with Year 6 students, primary SENCo's and headteachers
- Year 6 science club (Junior Scientists) takes place at Mary Webb School (Oct half term – Feb half term)
- Transition co-ordinator and Year 10 Science Leaders visit primary schools to delivery annual science roadshow
- Primary STEM day takes place annually during national science week and involves Year 6 students
- Two pre-entry days are arranged for all Year 6 students in the summer term
- Additional, bespoke transition visits supported by Woodlands Outreach

- Pre-entry evening for parents and carers of all Year 6 students
- Transition projects organised through English and mathematics which creates a curriculum link between KS2 and KS3
- Transition workbooks for English, mathematics and science are used by Year 6 students throughout the summer term, prior to transition
- Transition information packs are provided for all Year 6 students
- Annual Year 5 STEM day
- Additional, bespoke transition opportunities for SEND students are arranged as required
- Careful matching of students to tutor and tutor group
- The SENCo attends Year 6 Annual Reviews to ensure that we have up to date information and to ensure that targets can be transferred between key stages
- Baseline testing conducted with all students on entry in Year 7
- Allocation of appropriate teaching assistants as keyworkers for vulnerable students
- Identification of students requiring interventions and additional support
- Year 10 peer mentors and reading buddies attached to each Year 7 tutor group
- Mary Webb School Sports leaders work with primary schools
- Year 6 students are invited into school to watch school productions and showcase events

#### **Key Stage 3-4**

- Parents and carers invited to attend a Year 9 Options Evening
- Key Stage 4 options booklet provided to all students
- Shropshire Youth careers adviser works with focus groups and individuals on transition activities
- Shropshire Youth careers adviser is invited to all Year 9 Annual Statement/EHCP reviews
- Transition plans produced as part of the Annual Statement/EHCP review process
- University and local college visits
- A visit to the annual skills festival at the NEC
- Annual parents evening provides an opportunity for parents to meet representatives from local colleges and training providers
- Students offered opportunities to join SPET gifted and talented events and the Shrewsbury Sixth Form College Summer School

#### **Key Stage 4-5**

- Representatives from appropriate Post 16 establishments are invited to Year 11 Annual Statement/EHCP reviews
- Prospectuses from all local colleges and training providers are made available for all students
- Careers adviser works with focus groups and individuals on transition activities offering impartial IAG
- Careers adviser is invited to all Year 10 & 11 Annual Statement/EHCP reviews

- Transition plans produced as part of the Annual Statement/EHCP review process
- University and local college visits
- Year 10 work experience provides opportunities for all students to explore career pathways
- Year 11 Parents in Partnership meeting enables students and parents to meet representatives from local colleges and training providers
- Taster days and taster sessions are available at local college in a wide range of vocational areas
- Students are supported in writing "Personal Statements" and applying for college places or apprenticeship registration
- Examination preparation and revision strategies

### **How we adapt our curriculum and learning environment to include students with Special Educational Needs**

All students at Mary Webb School & Science College have access to a broad and balanced curriculum. Students with SEND learn within this fully inclusive environment with lessons planned and support tailored, to meet their individual needs, so that progress is made. All students with SEND follow the National Curriculum with minor adjustments being made, where appropriate, to accommodate individual learning needs. Departments set challenging targets for all students and monitor their progress through the use of appropriate assessments. Lessons are planned to address the learning needs of all students and tasks are differentiated to remove barriers to learning for specific students or groups of students. However, to support the learning needs of students with SEND some of the following strategies may be used:

- Students may be set according to ability in some subjects, in certain years
- Teaching assistants will be deployed according to the learning needs of individual students or groups of students
- The Key Stage 4 curriculum is personalised to meet the needs of all students and for a minority could include studying a reduced number of options
- Student information/strategy sheets are distributed to all staff and include recommendations from professionals
- Key Stage 4 transition work, local college visits and a work experience programme facilitate positive post 16 transition
- Intervention programmes for literacy, numeracy and other specific needs will be co-ordinated throughout the year by the Head of Personalised Learning
- A reduced number of MFL lessons in Years 8 & 9 allow for additional literacy work for identified students
- Modified timetables at Key Stage 4, for identified students, facilitate a greater focus upon literacy and numeracy skills
- Students are assessed for examination access arrangements and applications are made for those students who meet the specified criteria
- Staff are advised to ensure that the backgrounds of whiteboards are 'Dyslexia friendly'
- 'Visual' prompts and modelling are used in all subjects
- Keywords and spellings are displayed in all classrooms
- Students have access to literacy boxes and literacy mats in all classrooms

## OUR PROVISION FOR STUDENTS WITH SEND

### Communication and Interaction

#### 1. Speech, Language and Communication Needs (6.28)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• Involvement of specialist outside agencies (Speech and Language Therapy Team)</li> <li>• Concerns expressed by parents</li> <li>• Concerns expressed by staff</li> </ul> <p><i>How we assess and review progress:</i></p> <ul style="list-style-type: none"> <li>• Progress is reviewed through our whole school monitoring</li> <li>• The annual review of Statement/EHCP is used to review the progress for specific students</li> <li>• Termly review meetings with parents of all SEND students will review progress</li> <li>• Reports provided from S&amp;L Team for specific students</li> </ul>	<ul style="list-style-type: none"> <li>• Good speech and language is modelled in all classrooms</li> <li>• Information is broken down into smaller, manageable, 'bite-size' pieces</li> <li>• Staff and teaching assistants use a range of visual prompts, both in the classroom and during intervention sessions</li> <li>• Encourage students to contribute verbally in the classroom</li> <li>• To develop the use of subject specific vocabulary</li> <li>• Displaying vocabulary within classrooms and around the school</li> <li>• Keyword and spelling boards are used in all classrooms</li> <li>• Students encouraged to highlight/underline keywords and phrases in the workbooks and in questions</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language programmes for specific students are co-ordinated under the guidance of the S&amp;L Team or other specialists</li> <li>• Specific advice and guidance from speech and language specialists is shared with all staff</li> <li>• Advice is also shared with parents/carers</li> <li>• The personalised learning centre can be used as a base during break and lunchtime to encourage social interaction</li> <li>• Keyworker teaching assistants allocated as appropriate to provide consistent support</li> </ul>

## 2. Autistic Spectrum Condition (6.29)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• Concerns expressed by parents</li> <li>• Concerns expressed by staff</li> <li>• Students identified on the SEND lists</li> </ul> <p><i>How we assess:</i></p> <ul style="list-style-type: none"> <li>• Involvement of CAMHS</li> <li>• Involvement of Severndale Special School</li> <li>• Involvement of Woodlands Outreach Service</li> <li>• Involvement of Autism West Midlands</li> <li>• Completion of an Early Help Assessment Form (EHAF)</li> </ul> <p><i>How we review progress:</i></p> <ul style="list-style-type: none"> <li>• Progress is reviewed through our whole school monitoring</li> <li>• The annual review of Statement/EHCP is used to review the progress for specific students</li> <li>• Termly review meetings with parents of all SEND students will review progress</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are made aware of individual students with autistic spectrum disorders through the SEND lists</li> <li>• Information and strategy sheets are provided for all staff</li> <li>• The learning environment of the student is considered and consistency is sought between classrooms (eg seating position)</li> <li>• Support students in the accurate recording of homework is provided by teaching assistants</li> <li>• Engagement in group work is supported through 'buddying' with other students (eg PE sessions)</li> <li>• Support is provided at transition points in lessons where movement around the classroom is required (eg drama, music, art, technology) or in all subjects where there is a change in activity</li> </ul>	<ul style="list-style-type: none"> <li>• Keyworker teaching assistants allocated as appropriate to provide consistent support and to prepare students in advance of any significant changes to their routine</li> <li>• The personalised learning centre can be used as a base during break and lunchtime for emotional or social support</li> <li>• CAMHS for advice</li> <li>• Severndale at Mary Webb for advice</li> </ul>

# Cognition and Learning

## 1. General/Moderate Learning Difficulties (6.30)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• All students are tested upon entry through the completion of CATs and Reading and Spelling ages</li> <li>• Concerns expressed by parents</li> <li>• Concerns expressed by staff</li> <li>• Testing undertaken by the Educational Psychology Service</li> </ul> <p><i>How we assess:</i></p> <ul style="list-style-type: none"> <li>• CAT results/reading and spelling ages in Year 7 and all new students upon entry</li> <li>• Other diagnostic testing as appropriate</li> </ul> <p><i>How we review progress:</i></p> <ul style="list-style-type: none"> <li>• Progress is reviewed through our whole school monitoring</li> <li>• Testing is conducted following intervention programmes and at intervals throughout KS3</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be set, according to ability, in some subjects</li> <li>• Seating plans ensure that student is positioned appropriately in all lessons and for ease of access to a teaching assistant</li> <li>• Classwork, homework and resources are differentiated to meet individual needs</li> <li>• Work is broken down into short, manageable tasks</li> <li>• Instructions are given in small manageable chunks and on a one-to-one basis if appropriate</li> <li>• Work is modelled whenever appropriate</li> <li>• Marking is used to inform specific targets</li> <li>• Teachers employ a variety of teaching styles to accommodate visual, auditory and kinaesthetic learners</li> <li>• Identified students receive additional literacy support (only studying one Modern Foreign Language, not two)</li> <li>• Support programmes are used to develop literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Specific difficulties for each student are identified on the SEND lists</li> <li>• Student profile maintained with up-to-date information following the 'assess, plan, do, review' model of intervention and support</li> <li>• Small group intervention programmes supporting literacy and numeracy</li> <li>• Targeted in-class support provided by teaching assistants</li> <li>• Use of the Personalised Learning Centre during break and lunchtime to support homework and study skills</li> <li>• Teachers and teaching assistants check for understanding at the start of, and throughout tasks</li> <li>• Students are given sufficient time to process information and complete tasks to the best of their ability</li> <li>• Laptops with word processing facilities used for extensive pieces of work and homework tasks</li> <li>• Organisational support including equipment checks</li> <li>• Provision of a twice weekly homework club</li> </ul>



<ul style="list-style-type: none"> <li>• Spelling and reading ages for annual reviews of statement/EHCP</li> <li>• 'Accelerated Reader' in Years 7 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>• VCOP and writing frames available as a component of class literacy boxes</li> <li>• ICT is utilised where appropriate to support individual learners</li> <li>• Teaching assistants are specifically deployed in English and mathematics to support the development of literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Examination access arrangements</li> </ul>
---	---	---

## 2. Specific Learning Difficulties eg Dyslexia, Dyscalculia (6.31)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• Concerns expressed by parents</li> <li>• Concerns expressed by staff</li> <li>• Issues identified through our internal testing programme eg discrepancies within CAT scores</li> <li>• Educational Psychologist reports</li> <li>• Private reports commissioned by parents</li> <li>• Internal dyslexia screening programme</li> <li>• Comparison, over time, of results from a series of diagnostic tests</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard and computer background colours are changed as are font style and size</li> <li>• Coloured paper and workbooks are made available to all students who require them</li> <li>• Hand-outs, worksheets and homework tasks are provided on coloured paper where appropriate</li> <li>• Coloured overlays are provided as required</li> <li>• Appropriate seating position within the classroom to support specific need</li> <li>• Teaching assistants support scribing and reading in lessons where appropriate</li> <li>• Use of correct pen or pen grip</li> </ul>	<ul style="list-style-type: none"> <li>• Specific difficulties for each student are identified on the SEND lists</li> <li>• Student profile maintained with up-to-date information following the 'assess, plan, do, review' model of intervention and support</li> <li>• Specific literacy intervention programmes (one-to-one and small group) covering for example phonics, phonemes, spelling, reading and handwriting</li> <li>• Literacy support in specific lessons</li> <li>• 'Spelling and Keyword' boards used in all classrooms</li> <li>• Use of coloured paper, books, hand-outs, worksheets and the provision of overlays</li> </ul>

*How we assess:*

- Through portfolio screening tests
- Through Educational Psychologists
- Through private reports

*How we review progress:*

- Progress is reviewed through our whole school monitoring
- Through the annual review of statements/EHCP
- Through updated testing of a student's reading age and spelling age

- Staff are asked to mark specifically for 'content' and to identify no more than 5 key spelling mistakes
- Staff provide hand-outs and limit the amount of copying from the board or text books
- Work is broken down into short, manageable tasks
- Instructions are given in small manageable chunks (verbal and written)
- Work is modelled whenever appropriate
- Teachers employ a variety of teaching styles to accommodate visual, auditory and kinaesthetic learners
- Students are given additional time to process information and extra time for internal assessments as appropriate
- Use of appropriate equipment in practical lessons

- Examination access arrangements
- Staff receive on-going strategies to use with specific students
- Handwriting programmes
- PE staff made aware of issues surrounding students with Dyspraxic difficulties
- Laptops with word processing facilities used for extensive pieces of work and homework tasks

## Social, Mental and Emotional Health (6.32/6.33)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• Concerns expressed by parents</li> <li>• Concerns expressed by staff</li> <li>• Students identified by the Pastoral Team</li> <li>• Through the EHAF process</li> <li>• Through contact with CAMHS</li> <li>• Through contact with Safeguarding</li> <li>• Through contact with Early Help Team</li> </ul> <p><i>How we assess:</i></p> <ul style="list-style-type: none"> <li>• Through the pastoral team</li> <li>• Through the EHAF process</li> <li>• Through CAMHS</li> <li>• Through the School Nurse</li> </ul> <p><i>How we review progress:</i></p> <ul style="list-style-type: none"> <li>• Team Around the Child (TAC) meetings</li> <li>• Reports from CAMHS</li> <li>• Pastoral Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Inform all staff of any issues that may impact on the learning of the student</li> <li>• Staff have clear knowledge and understanding of a student's social, mental and emotional needs</li> <li>• Staff sensitive to particular issues</li> <li>• Provision of a teaching environment in which students are comfortable to make mistakes</li> <li>• Praise effort, and</li> <li>• Appropriate seating arrangements in classrooms</li> <li>• Short-term, temporary adjustments to individual timetables</li> <li>• Pastoral support at break and lunchtime</li> <li>• 'Time-Out' cards can be issued, with clear guidance on their use</li> <li>• Smile and make eye-contact</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the Personalised Learning Centre during break and lunchtime for emotional and/or social support</li> <li>• Similar support may be offered by the students form tutor as part of the pastoral support programme</li> <li>• Timetabled meetings with the School Nurse</li> <li>• School Counsellor support programmes</li> </ul>

## Sensory and/or Physical:

### 1. Hearing Impaired (6.34)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• Liaison with the Sensory Inclusion Service</li> <li>• Information provided from students GP</li> <li>• Information provided from hospitals</li> <li>• Information from School Nurse</li> <li>• Information from parents</li> <li>• Staff concerns</li> </ul> <p><i>How we assess:</i></p> <ul style="list-style-type: none"> <li>• Through the Sensory Inclusion Service</li> <li>• Through a student's GP</li> <li>• Through hospitals</li> </ul> <p><i>How we review progress:</i></p> <ul style="list-style-type: none"> <li>• Reports provided by the Sensory Inclusion Service</li> <li>• Reports provided by GPs/hospitals</li> </ul>	<ul style="list-style-type: none"> <li>• Front, central seating position within all classrooms</li> <li>• Teachers to wear transmitter as appropriate</li> <li>• Teacher faces directly at student whenever speaking</li> <li>• Student seated away from sources of background noise</li> <li>• Staff ensure participation and involvement, particularly with group work, to avoid isolation</li> <li>• Teacher and teaching assistants to check for understanding and repeat information as and when required</li> <li>• Allow the student time to process information</li> <li>• Teaching assistant can make notes to allow the student to listen closely to the teacher</li> <li>• Group work may be undertaken in a separate area</li> <li>• Use of keyword and spelling board and vocabulary lists to support literacy development</li> <li>• Sub-titles used when watching DVDs</li> </ul>	<ul style="list-style-type: none"> <li>• Specific difficulties for each student are identified on the SEND lists</li> <li>• Students undertake bespoke support sessions with teachers from the Sensory Inclusion Service as appropriate</li> <li>• Regular contact with 'Teacher of the Deaf'</li> <li>• Staff provided with updated information from Sensory Inclusion Service following assessments</li> <li>• Risk assessments carried out for all on-site and off-site activities and staff briefed as required</li> <li>• Examination Access Arrangements</li> <li>• Repeat and reinforce instruction, breaking down as required</li> <li>• One-to-one support to reinforce class activities and ensure understanding</li> <li>• Support with equipment (spare batteries for hearing aids, testing hearing aids, testing radio transmitters)</li> </ul>

## 2. Visually Impaired (6.34)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• Liaison with the Sensory Inclusion Service</li> <li>• Information provided from students GP</li> <li>• Information provided from hospitals</li> <li>• Information from School Nurse</li> <li>• Information from parents</li> <li>• Staff concerns</li> </ul> <p><i>How we assess:</i></p> <ul style="list-style-type: none"> <li>• Through the Sensory Inclusion Service</li> <li>• Through a student's GP</li> <li>• Through hospitals</li> </ul> <p><i>How we review progress:</i></p> <ul style="list-style-type: none"> <li>• Reports provided by the Sensory Inclusion Service</li> <li>• Reports provided by GP's/hospitals</li> </ul>	<ul style="list-style-type: none"> <li>• Front, central seating position in all classrooms to gain maximum access to the board and/or whiteboard</li> <li>• Glare in classrooms should be kept to a minimum</li> <li>• Work modified, as appropriate, following guidance provided from the Sensory Inclusion Service</li> <li>• Teaching assistant to support the use of bespoke equipment provided to facilitate independent access to the learning environment</li> <li>• Teaching style and delivery adapted to facilitate students specific needs</li> <li>• Large writing on white board</li> <li>• Showing equipment near to the student</li> <li>• Position close to the teacher for modelling and demonstrations</li> <li>• Use students <u>name</u> to ensure they are aware you are talking to them</li> </ul>	<ul style="list-style-type: none"> <li>• Specific difficulties for each student are identified on the SEND lists</li> <li>• Students undertake bespoke support sessions with teachers from the Sensory Inclusion Service as appropriate</li> <li>• Staff provided with updated information from Sensory Inclusion Service following assessments</li> <li>• Risk assessments carried out for all on-site and off-site activities and staff briefed as required</li> <li>• One-to-one support on trips and visits</li> <li>• Examination Access Arrangements</li> <li>• Examination support: setting up equipment, printing of exam scripts</li> <li>• Large print texts to suit need</li> <li>• Large print books and ruler</li> <li>• Access to a laptop, as required, which can also access the classroom computer</li> <li>• Provision of a magnifier</li> <li>• Health &amp; Safety support during experiments, in PE lessons and in workshops</li> <li>• Briefing new staff on students' needs</li> </ul>

### 3. Physical Difficulties (6.35)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><i>How we identify needs:</i></p> <ul style="list-style-type: none"> <li>• Student information from primary school prior to transition</li> <li>• Information provided from students GP</li> <li>• Information provided from hospitals</li> <li>• Information from School Nurse</li> <li>• Information from parents</li> <li>• Staff concerns</li> </ul> <p><i>How we assess:</i></p> <ul style="list-style-type: none"> <li>• Through a student's GP</li> <li>• Through hospitals</li> </ul> <p><i>How we review progress:</i></p> <ul style="list-style-type: none"> <li>• Reports provided by GP's/hospitals</li> </ul>	<ul style="list-style-type: none"> <li>• Staff informed of any impact the physical difficulty may be having on learning</li> <li>• Work provided for completion at home, enabling the student to maintain their studies if they are absent from school for any length period of time</li> <li>• Alternate rooming with appropriate support provided as required</li> <li>• Break and lunchtime support provided by all teachers</li> <li>• Curriculum modification as appropriate to facilitate inclusion (eg PE, drama, technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Specific difficulties for each student are identified on the SEND lists</li> <li>• All staff informed of specific strategies to support the student in the classroom</li> <li>• Flexible times to start and end of lessons to facilitate safe movement around the school</li> </ul>

### **How we involve parents and carers in the assessment and review process**

- Parents are invited to Annual Reviews for students with Statements/EHCPs
- Parents of students with SEND have termly review meetings to discuss the progress of their son/daughter
- Parents receive student reports and progress updates throughout the academic year
- Parental views are sought, and permission is gained, prior to contact with external agencies and follow-up meetings take place to discuss the advice received before actions and/or support is initiated

### **How we involve our students with Special Educational Needs in the assessment and review process**

- All meetings and reviews follow a “student centred” approach
- Students' views are sought on their progress prior to an Annual Review of Statement/EHCP
- Students are invited to attend their Annual Review of Statement/EHCP and are encouraged to contribute to the review process and the setting of future targets
- Students are involved in target setting through the Tutor Review process
- Students views are sought, where appropriate, regarding referrals to external agencies
- Students views are sought if parents have expressed concerns regarding their learning, academic progress or social development

### **How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and students in this process**

- Through the Annual Review Process and/or termly review meetings – parental and student feedback
- Analysis of student progress data, monitored across the school – reports and progress updates sent home
- Analysis of reading and spelling ages – information shared with parents, carers and students
- Examination results – including current progress measures
- The number of students removed from the SEN register as making 'adequate progress'
- Local Authority monitoring visits
- The SENCo has termly review meeting with the link Governor for SEND
- Feedback from 'Parent Consultation Evenings'

### **How we ensure access to our facilities for all of our students**

- Mary Webb School & Science College endeavours to make reasonable adjustments, both to the learning and physical environment, to ensure access to our facilities for all students.
- We have an Accessibility Plan, which is reviewed and updated annually, providing a strategic overview of the development of the school environment to facilitate access for all students.

### **What activities are available to our students with Special Educational Needs, in addition to the curriculum?**

Students with special educational needs have access to all extra-curricular activities run within the school. Reasonable adjustments will be made, as required, to facilitate the involvement of all students. This includes access to all activities on 'Curriculum Day', access to all school trips and visits and involvement in sport, music and drama clubs. Where necessary risks assessments are produced to support inclusion and teaching assistants may be deployed to support a student's involvement in a particular activity or event.

Some additional extra-curricular provision is targeted at supporting the needs of SEND students:

- Use of the Personalised Learning Centre during break and lunchtime for social, emotional or academic support
- Homework club (twice weekly)



### **What support is available for our students with Special Educational Needs?**

- Quality first teaching
- Accurate assessment and record keeping to ensure progress is monitored
- Subject intervention and support programmes
- Encouraging and supporting students to develop the skills needed to become independent and confident learners
- Targeted intervention programmes for literacy and numeracy (one-to-one and small group)
- Handwriting support programme
- Dyslexia screening programme
- Teaching assistants deployed to maximise effective support for all students with SEND
- Personalised Learning Centre available during break and lunchtime for social, emotional and academic support
- Laptops available for identified students in specific lessons
- Examination Access Arrangements including support in examinations and controlled assessments (reader/scribe/extra time)
- Scribing and reading in lessons where appropriate
- Teaching assistant help with inputting information into 'personal planner'
- Support provided by teaching assistants on school trips and visits
- Homework club and after-school support
- Impartial careers advice and guidance
- Support in finding an appropriate work experience placement
- Transition programmes between KS2 and KS3, and KS4 to KS5
- Material adapted for student's needs (paper colour, font size)
- Mentoring support
- Emotional support

### **What training has our teachers and other staff had to enable them to support students with Special Educational Needs effectively?**

Staff have had training on:

- Autistic Spectrum Disorder (ASD)
- ADHD
- Hearing Impairment
- Visual Impairment

- Attachment Theory
- Specific Learning Difficulties – Dyslexia
- Speech & Language
- Working effectively with teaching assistants

### **How we obtain the services, provision and equipment required by our students with Special Educational Needs**

*The following outside agencies may work with the school as specific needs arise:*

- Educational Psychologist Service
- Learning Support Advisory Team
- Shropshire Youth
- Targeted Youth Service
- Sensory Inclusion Service
- Behaviour Support
- Occupational Therapy Service
- Speech, Language & Communication Service
- CAMHS
- Autism West Midlands
- Child in Need Team
- Initial Contact Team
- Early Intervention Teams
- Diabetic & Epilepsy Nurses
- Young Carers
- Severndale School
- Woodlands School
- Educational Welfare Officer
- Looked After Children Team (LAC Education)
- School Nurse
- Family Support Worker

### **How we support the emotional and social development of our students with Special Educational Needs**

(include any additional pastoral support arrangements and how you prevent bullying of students with SEND)

- Pastoral Teams of Key Stage Leaders and Tutor Teams
- Peer Mentors
- The EHAF process
- Anger management
- Use of the Personalised Learning Centre during break and lunchtime for social, emotional or academic support

### **If you have any questions, concerns or complaints or compliments about our provision for students with Special Educational Needs**

Mary Webb School & Science College encourages parents and carers to contact school if they have any questions, concerns or queries concerning students with special educational needs. This may be done through the student's Form Tutor or Key Stage Leader if discussing general pastoral issues or progress. If you wish to discuss issues specifically related to a student's special educational needs, contact should be made with the Personalised Learning Department directly by telephone (01743 792100), email ([admin@marywebbschool.com](mailto:admin@marywebbschool.com)) or letter and should be for the attention of the school SENCo.