



The SEN Report (Local Offer) Oldbury Wells School 2018/2019

See Shropshire local offer: <https://shropshire.gov.uk/the-SEND-local-offer/>

Introduction/Overview

Oldbury Wells School Commitment to SEN

Oldbury Wells School is a fully inclusive 11-18, comprehensive school, with a sixth form (approximately 900 on roll). Students with SEN are fully integrated into the life of the school.

The school has approximately 86 students identified on the SEN List (lower than national) – this is reviewed and updated termly. In January 2018 we had 15 students with a Statement of Special Educational Needs/EHCP.

The Learning Support Department consists of the SENCo and 15 Teaching Assistants. The school also has a Pastoral Support Centre Manager. Mr Jamie White is Assistant Headteacher with pastoral/SEN remit.

Oldbury Wells endeavours to ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum and we believe in equal opportunities for all. This document is intended to give you information regarding the ways we ensure support of all our pupils, including those with SEN, in order that they can reach their full potential. It may not list every skills, resource and technique we employ in order to achieve this as these are constantly developed and used to modify our provision to meet the changing requirements of our students.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put into place do not enable improvement. Once this occurs we aim to make specific needs-based plans and pupil profiles which help to support their development and accelerate progress.

We aim to identify, monitor (and if necessary, put appropriate interventions in place) to ensure students can make adequate progress in the four areas specified in the SEN Code of Practice:

1. communication and interaction
2. cognition and interaction
3. social, mental and emotional health
4. sensory and/or physical development

We work closely with all parents to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. We believe that all practitioners are teachers of students with SEN and differentiate according to the needs of the students in their care.

Other useful documents such as our SEN Policy, Equality Statement, Accessibility Plan, Pupil Premium Statement, Policy for Supporting Students with Medical conditions, Child Protection Policy, etc. are available on the school website. These policies and statements should be read alongside this document.

The school accesses a wide range of external services for additional advice and support – for example CAMHS, Educational Psychology Service, Learning Support Advisory Team, Sensory Inclusion Team, Autism West Midlands, Speech and Language Therapy and Shropshire Youth (Careers). We are also happy to work with other professionals for example, GPs, specialist nurses, Occupational Therapy.

Oldbury Wells encourages parents to contact school if they have any concerns or queries. This may be done through the child's Form Tutor or Head of Year if discussing general pastoral issues and progress. If the query relates specifically to special educational needs the school **SENCo is Mrs Shirley Anthony** who can be contacted via the main school telephone number (01746 765454) or email:

shirley.anthony@oldburywells.com

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information for Year 6 students from primary schools • Concerns expressed by parents • Concerns expressed by staff • Involvement of specialist outside agencies such as Speech & Language Therapy Team <p><i>How we assess and review progress</i></p> <ul style="list-style-type: none"> • Progress reviewed through Whole School Monitoring • Use of Annual Review process to review progress • We receive reports from S&L Team 	<ul style="list-style-type: none"> • We model good speech/language • We can break down information into smaller 'bite size' pieces • Staff/teaching assistants can use visual prompts such as flashcards • Encourage the verbal use of subject specific vocabulary • Display vocabulary around the school • Students encouraged to keep banks of keywords in back of exercise books • Students encouraged to highlight/underline keywords and phrases of questions 	<ul style="list-style-type: none"> • We have run a Speech & Language programme for specific students under the guidance of the S & L Team (Visualising and Verbalising) • Use of Social Stories • Use of Learning Support Dept. during break and lunchtimes to encourage social interaction • We send out specific specialist advice from the S & L Team to teaching staff • Advice is also sent home to parents • Use of time-out cards • We work closely with the S&L Therapy Service to implement individual programmes as advised

2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Information from Year 6 meetings with primary schools • Concerns expressed by parents • Concerns expressed by staff • Identified on SEN List and in SEN Booklet <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Involvement of Woodlands Outreach Service • Involvement of CAMHS • Involvement of Autism West Midlands • Completion of EHAF <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Use of Annual Review to review progress • Progress reviewed through School Monitoring and parental meetings 	<ul style="list-style-type: none"> • All staff made aware through SEN List and SEN Booklet • Strategy sheets issued to staff • Learning Environment of student considered i.e. seating position in the classroom • Support in the accurate recording of homework • Ensure engagement in PE sessions, particularly around team sports through 'buddying' up and positive reinforcement • We try to provide support in lessons where greater movement around the classroom is needed i.e. Drama/Design & Technology 	<ul style="list-style-type: none"> • Try to prepare students in advance of any changes to their routine • Use of social stories in school • Use of School Counsellor • Anger Management sessions • Self-esteem groups/circle time • Use of Learning Support Dept. during breaks and lunchtimes for emotional/ social support • Woodlands Autism Outreach Service for advice • CAMHS for advice • SENCo has postgraduate qualification in ASD – available to advise staff • All staff have ASD training

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 teachers/parents information • All students are tested upon entry through the completion of MIDYIS and Reading/spelling tests • Staff concerns • Parental concerns • Educational Psychology Service • Learning Support Advisory Team <p><i>How we assess</i></p> <ul style="list-style-type: none"> • MIDYIS • Reading Test results in Yr 7 • Spelling tests • In-class tests regularly completed and recorded in all subject areas <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Through whole School monitoring system • Through termly/half termly reading tests for those involved in small group withdrawal • Spelling and reading ages for Annual Reviews • LSAT and Educational Psychology reports • Intervention team to review progress from 2014 	<ul style="list-style-type: none"> • Students are set appropriately • Work is differentiated according to the set/group/individuals • Students receive additional English lesson –only study one Modern Foreign Language, not two (Year 8/9) • Teaching includes a variety of teaching styles– visual, auditory, kinaesthetic, etc. • Small group work to develop peer learning skills • Use of ICT where appropriate 	<ul style="list-style-type: none"> • Identified on SEN List and in SEN Booklet • Termly Individual Learning Plans for those on SEN register • Small group literacy/numeracy and handwriting programmes • Some general in-class support • Use of Learning Support Dept. during break and lunchtimes – particularly in respect to help with homework if requested • Work broken down into manageable pieces • Staff check for understanding • Students given extra time to process information • Exam access arrangements

2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Parental concerns • LSAT Reports • Teacher/TA/staff concerns • Private reports • MIDYIS Scores – significant discrepancy <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through Dyslexia screening test in school • Through LSAT assessment • Through Educational Psychologist assessment • Through private reports <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Through Whole School Monitoring process • Through Annual Reviews • Through updated reading age assessments and spelling tests • Use of the 'Toe by Toe' literacy scheme 	<ul style="list-style-type: none"> • Whiteboard and computer background colours changed • Use of coloured paper when there are handouts in class • Scribing and reading in lessons • Staff asked to mark work for 'content' and not spelling • Staff provide handouts rather than extensive copying from the board • Use of chrome books/netbooks • Work broken down into manageable pieces • Students given extra time to process information 	<ul style="list-style-type: none"> • Identified on SEN List and in SEN Booklet • Termly Individual Learning Plans • Precision Teaching/'Toe by Toe' • Small group literacy/numeracy withdrawal • Dyslexia Booklet containing hints and tips for the student • Use of coloured overlays • Referral to Sensory Inclusion Service for Orthoptic assessment • Exam Access Arrangements • Staff receive Dyslexia Strategy Sheets and staff training • Handwriting programme • Referral to Occupational Therapy • PE staff made aware of Dyspraxic difficulties • Discussion with keyworker about different methods of recording work • Use of word processing for extensive pieces of work/homework

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Information from Year 6 meetings with primary schools • Concerns expressed by parents • Concerns expressed by staff • Students identified by School Counsellor • Students identified by Pastoral Team • Through EHAF/CAF process • Through contact with CAMHS • Through contact with Safeguarding • Through contact by Early Help Team • School nurse <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through School Nurse • Through CAMHS • Through School Counsellor • Through Pastoral Team • Through EHAF/CAF process <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from CAMHS and outside agencies • TAC Meetings/EHAF Review meetings 	<ul style="list-style-type: none"> • Inform staff of any issues that may impact on the learning of the student • 'Time Out' cards • Temporarily reduce timetables • Use of Inclusion Base • Break and lunchtime support • Learning Mentors • Sensitive seating arrangements 	<ul style="list-style-type: none"> • Use of Learning Support Dept. or Pastoral Support Base during break and lunchtimes for emotional/social support • Self-esteem , anger management and social skills groups are organised and are delivered to improve skills • Pastoral Team support • School Counsellor • Social Stories • School nurse • Support is offered to families and students are signposted to appropriate outside agencies if required e.g. CAMHS • Pupil voice mechanisms are in place and encourage greater student participation • The school uses support systems to try and ensure all students are happy and that peer relationships are maintained and no pupil feels isolated

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Liaison with the Sensory Inclusion Service • Information from GPs • Information from parents • Information from School Nurse • Information from hospital • Staff concerns <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through Sensory Inclusion Service • Through GP • Through hospital <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from Sensory Inclusion Service • Updated reports from hospital/GP 	<ul style="list-style-type: none"> • Careful front central seating within classroom or as advised by professionals • Student seated away from sources of background noise • Ensure involvement, particularly with group work, to avoid isolation • Check for understanding • Vocabulary lists kept in backs of exercise books (particularly for those students who have experienced language delay as part of their hearing impairment) • Audio work (ie in MFL) is done in a separate room with a 'live' voice rather than a tape - exams • Teaching Assistants can repeat information as and when required • Teaching Assistants can make notes to allow student to listen to teacher 	<ul style="list-style-type: none"> • Identified on SEN List and in SEN Booklet • Sessions with Teacher of the Deaf (TOD) • Risk Assessments done • Exam Access Arrangements • Following regular assessments by TOD, any updated information is sent to teaching staff • The SENCo meets with the SIS and ensures staff have feedback and advice about their findings • Staff attend training as required

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Liaison with the Sensory Inclusion Service • Information from GPs • Information from parents • Information from School Nurse • Information from hospital • Staff concerns <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through Sensory Inclusion Service • Through GP • Through hospital <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from Sensory Inclusion Service • Updated reports from hospital/GP 	<ul style="list-style-type: none"> • Materials prepared in a clear N12 with possibly N14 if visual functioning lessens. (Or as requested by SIS) • Front central seating in class to gain maximum access to the board/whiteboard • Glare in class should be kept to a minimum <p>SCIENCE/PE</p> <ul style="list-style-type: none"> • In these subjects and other practical subjects activities will be adjusted and amended to suit. For example: TA support for practicals, bright coloured balls for team games... 	<ul style="list-style-type: none"> • Identified on SEN List and in SEN Booklet • Sessions with Sensory Inclusion • Risk Assessments done • Exam Access Arrangements • Following regular assessments by Sensory Inclusion, any updated information is sent to teaching staff • Staff attend training as required

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to help access to the curriculum	How we can provide support and intervention for those with identified needs
<p><i>How we identify needs</i></p> <ul style="list-style-type: none"> • Pupil information from Year 6 • Information from GPs • Information from parents • Information from School Nurse • Information from hospital • Staff concerns • Occupational Therapy/Physiotherapy reports <p><i>How we assess</i></p> <ul style="list-style-type: none"> • Through GP • Through hospital <p><i>How we review progress</i></p> <ul style="list-style-type: none"> • Updated reports from hospital/GP • Engagement in appropriate activities • Meetings to update Diabetic care plans 	<ul style="list-style-type: none"> • Work sent home to enable student to 'keep up' if they are away from school for lengthy periods of time • Inform staff of any impact the physical difficulty may have on learning • Use of Pastoral Support Centre • Break and lunchtime support as required • Use of Chrome Books/netbooks • PE curriculum modified as appropriate to enable inclusion • Opportunity for students to sit on chairs in assemblies • Students can use lockers to store bags/coats during the day • Staff made aware of the impact of physical tiredness from significant exertion i.e. attendance, etc. • Additional time given for getting changed after PE • Students with Diabetes encouraged to check sugar levels • School has a lead first-aider and many staff trained in first-aid 	<ul style="list-style-type: none"> • Identified on SEN list • All staff sent strategies on how best to support student in class • Flexibility in leaving lessons a few minutes earlier to navigate corridors • Some areas of the school have improved access in recent years e.g. lift on West Side • Staff attend training and work closely with outside agencies as required • A member of staff has responsibility to co-ordinate First Aid and organise appropriate staff training e.g. First Aid, epilepsy training

How we can support our pupils at times of transition

- Initial contact made with many parents at Year 6 Open Evening in the September prior to joining Oldbury Wells
- Extra visits prior to transition arranged as required on a 1:1 basis or in smaller groups
- Pupils make a pupil passport on transition days
- Careful matching of pupil to tutor who will best support their needs
- Year Head/SENCo/Student Support Worker meets with class teacher or SENCO at primary school to ensure we have up to date information on their needs and how best to support them in the secondary setting
- OWS attends Year 5/6 Annual Reviews
- Parents of vulnerable Year 6 students are welcome to arrange additional visits to discuss needs
- We allocate keyworkers to all students with a statement
- Staff receive training from outside agencies for any new identified needs e.g. Attachment Disorder
- We work with Woodlands Outreach who organise some transition sessions
- We work with Acorn Project Transition Programme
- We have Sports Leaders working in the primary schools
- Year 5 and 6 students are often involved in attending Oldbury Wells for projects e.g. Technology, Music, school productions...
- Enhanced support given to those students in Year 8/9 with option selections for KS4 courses
- Teaching Assistants can support identified students on College 'taster days'
- Students with SEN see our Connexions advisor to ensure plans are in place for post 16 education
- Shropshire Youth (Careers) advisors attend Year 9/10/11/12/13 Annual Review meetings and offer advice to pupils and parents.

How we can adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Students are set according to ability in many subject areas
- Teaching Assistants are deployed according to need of individual/groups of students
- The GCSE curriculum includes vocational studies/pre-college visits and careful selection of work experience placements
- Staff strategy sheets are distributed and staff are updated with any recommendations from professionals
- Key words are displayed in classrooms
- We provide additional withdrawal support in the Learning Support Centre – completion of coursework/over-learning/reduced option choice/literacy/numeracy/handwriting/social skills/Toe by Toe/reading/ etc.
- Teachers are asked to mark dyslexic students' work for content and not spelling

- Backgrounds of whiteboards and computers are changed to be more 'dyslexia friendly'
- Students are assessed for exam access arrangements (readers/scribes/extra time/opportunities to complete exams in a separate room). Where possible these arrangements are put into place for all internal tests and exams too
- Provide a 'meet and greet' support for some students first thing in the morning
- Identified students (mainly within KS4) to support exam access arrangements can use netbooks
- Slightly adapted arrival/departure to/from lessons to support anxious students on busy corridors
- Modified timetable arranged for some students as necessary
- We can then offer small group self-esteem or anger management support as appropriate in our Pastoral Support Centre
- Pupil Premium, where applicable, makes tutoring in literacy and numeracy available to students
- Some vocational courses available in KS4 – Motor Vehicle, hairdressing, etc. and in exceptional circumstances adjustments to 'numbers' of options can be made.

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

- Meet with parents in Year 5 and 6 prior to school placement as necessary
- Attend Year 5/6 Annual Reviews and arrange extra parental visits in Year 6 as required
- SENCo is available for discussion at Year 6 Open Evening and Open Mornings
- A timetable of the use of Pupil Centred Plans/Pupil Profiles has been drawn up – parents' views will be included in their child's profile
- Regular contact via email
- Regular telephone contact
- Notes in child's planner
- Parents are invited to attend each 'Annual Review' of Statements
- The school SEN policy is published on the website
- SEN Information Report published on the website
- SENCo is available for discussion at Parents' Evenings
- Parent Evening questionnaires are available seeking the views of parents of all students
- Parents' Evenings to discuss progress
- Monitoring Reports
- Data capture reports
- Under the new 'Code of Practice' parents of any child on our SEN register will be invited to school for a termly meeting to discuss their child's progress and plans for the next term. Parents views in these meetings will be very valuable to the school to aid planning for the child
- Parents views are sought before external agency involvement. Parents are also encouraged to be involved in external agency meetings/plans, etc.

How we can consult with our pupils with Special Educational Needs

- We ask for their feedback for Annual Reviews
- Students are encouraged to attend their Annual Review or other meetings such as their termly meeting
- Students will be included in the development of Pupil Centred Plans/student passport
- Pupil's views will be listened to with regard to the plans for interventions
- Break/Lunchtime Support in Learning Support –discussion on arrangements for this time

- Through small Social Skills groups
- Through Social Stories
- Use of keyworkers to consult with their named key student
- Discussions with tutors/Student Support Workers/Head of Year
- Written reviews of intervention programmes attended
- School monitoring of SEN – Health Checks
- Students are fully involved in any target setting process in school
- Students' views are sought prior to any referral to external agency where practical and in agreement with parents

How we can assess and evaluate the effectiveness of our SEN provision and how we can involve parents, carers and pupils in this process

- Through the Annual review process – parental/student feedback
- Parents encouraged to email/phone
- Removal of students from SEN list as making 'adequate progress'
- Staff feedback
- Local Authority Monitoring visit (every 2 years)
- Pupil progress monitored across the school KS3/4 & 5 every term and reports sent home
- GCSE results – including 3 levels of progress in English and Maths
- Improvement in Reading Ages and Spelling Ages (twice yearly)
- School will have an 'Interventions Panel' from September 2014 which is calendared and will discuss student progress

How we can ensure access to our facilities for all of our pupils

- Oldbury Wells endeavours to make reasonable adjustments, both in the learning and physical environment, to ensure access to our facilities for all students. We have an Accessibility Plan which is reviewed and updated to prepare a strategic overview for the development of the school environment.

What activities can be available to our pupils with Special Educational Needs, in addition to the curriculum?

- Use of Learning Support Department or Pastoral Support Centre during break and lunchtimes for social/emotional/homework support
- Lunch time support in dinner hall
- Students have complete access to our Activity Days
- SEN students can access all school trips. TA support on trips is available, if required
- Teaching Assistants have supported extra-curricular clubs in PE and Music
- Some students complete Work Experience in Year 10, we particularly encourage this for those students with a SEN

What support can be available for our pupils with Special Educational Needs?

- Small group literacy/numeracy withdrawal
- Social Story work/Social skills
- Handwriting programme
- Use of Chromebooks/netbooks/laptops in lessons for identified students

- Use of Learning Support or Pastoral Support Centre during break and lunchtimes for social/emotional/homework support
- Teaching Assistant(s) available in lunch hall every lunchtime
- Support in tutor period where appropriate
- Support in Assembly where appropriate
- Support in examinations/controlled assessments (reader/scribe/extra time, etc.)
- Sessions with teaching assistant who specialises in dyslexia looking at strategies for recording work in class
- Precision Teaching
- Scribing/reading in lessons
- Teaching Assistants help students log homework
- Visual timetables to support organisation of bag for school
- Time out space
- School Counsellor
- Referral to outside agencies
- Registration time activities – reading, Toe by Toe, Word Wasp, Spelling Group
- Paired Reading with a trained sixth form student
- Support between lessons/movement, as required
- Visualizing and Verbalising programme

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

Staff have had the opportunity to receive training on:

- The SEN Code of Practice
- Autism
- Specific Learning difficulties (Dyslexia)
- Attachment Disorder
- Mental Health
- The SEN Code of Practice in Operation

We obtain the services, provision and equipment required by our pupils with Special Educational Needs. To request a current list of contacts email: shirley.anthony@oldburywells.com or phone – 01746 765454

How we can support the emotional and social development of our pupils with Special Educational Needs

- Pastoral Teams of Heads of Year/Student Support Managers
- Social Stories in Social Skills lessons
- Self-esteem groups
- School Counsellor
- Learning Support Department and Pastoral Support centre for emotional/social support during breaks and lunchtimes
- Anger Management
- EHAF/CAF/TAC process
- Engagement of external agencies such as Enhance/Barnardos/DIVERT

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

School telephone Number: 01746 765454

Headteacher: Mrs Sarah Godden

Assistant Headteacher with responsibility for pastoral care/SEN: Mr Jamie White

SENCo: Mrs Shirley Anthony

Your child's form tutor can be contacted via a note in your child's planner or through the school switchboard

As a school we will always endeavour to do all that we can to work in partnership with students and parents to resolve any issues that may arise. Should you feel your concern cannot be resolved satisfactorily please follow the school's Complaint Procedure Policy.

January 2019