



## How does the school know if students need extra help with learning?

Wadebridge School is a mainstream school. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (Jan 2015).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Wadebridge School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels

- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

### **What should I do if I think my child has special educational needs?**

Your main point of contact at school should always be your child's Tutor. You can start by contacting the Tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Key Stage Leaders or the Special Educational Needs and/or Disabilities Coordinator (SENDCO), then the Tutor will be able to help you arrange this.

### **How will the school support my child?**

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SENDCO is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND, and Provision across the school is efficiently managed.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCO, in collaboration with the Head of English and Maths if appropriate, is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- *Additional adult support in the classroom* – curriculum areas have Higher Level Teaching Assistants who support the teacher in helping the learning of whole classes; the SENDCO also is able to direct a limited amount of 'hours' of additional adult support in the classroom,

in cases where there is evidence that students are significantly below the expectations for their age

- *Withdrawal sessions* – when students come out of some lessons for pre-arranged sessions with teachers or Specialist TAs on, for example reading, numeracy, study skills, organisation skills, social skills, etc.

## **Homework**

The homework set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Homework is set by teachers using the 'Show My Homework' website. Home learning consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's home learning, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

## **Who will explain provision to me?**

- Information about the provision in individual subjects can be discussed with subject teachers or Curriculum Area Leaders. There is an annual opportunity for this at parents' evening as well as Tutor Review meetings, but teachers can meet with parents/carers at any point in the school year to discuss students' progress.
- In the case of individual or small group interventions the SENDCO or Curriculum Area Leader will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required. For some interventions there may be a parent information session during the course so that parents and carers can be fully involved.
- Supported Homework Clubs are available daily during lunchtime and the Library is open after school supervised by the school librarian.

## **How are the School Governors involved and what are their responsibilities?**

- The SENDCO reports to the governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets with the SENDCO. This 'SEND link governor' also reports to the governing committees, to keep all the governors informed.

## **How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation that will help my child?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In some curriculum areas students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Small group or 1-1 learning with a Teaching Assistant
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

At Key Stage 4 (Year 9 onwards) students choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

### **How will I know how my child is doing and how will you help me to support my child's learning? What opportunities are there to discuss my child's progress?**

Parents and carers are welcome any time to make an appointment to meet with either a subject teacher or Tutor, and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note in their child's planner, or through the school reception on 01208 812881 or by emailing [parents@wadebridge.cornwall.sch.uk](mailto:parents@wadebridge.cornwall.sch.uk)

Planned arrangements for communicating between school and home include:

- Students have a school planner, which travels between home and school every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- Each year group has a report programme, which includes two progress reports in Yr7 and Yr8 (current levels of attainment, attitude to learning and progress), and three progress reports in Yr9, Yr10 and Yr11. These

are sent home to parents/carers and provide a basis for discussion about progress in different subject areas

- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the SEN Review) organised by the SENDCO and attended by parents/carers, teachers and outside agencies involved in the student's education. The school also offers an Interim Review between Annual Reviews if this is required.

### **How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Wadebridge School includes:

- Data collection twice annually for Yr7 and Yr8 and each term for Yr9, Yr10 and Yr11, from all teachers, showing the current level of progress of all the students they teach. This means that teachers and academic leaders in each curriculum area can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENDCO or Curriculum Area Leader, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed weekly at the TA Team meetings and at regular department meetings. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by senior leaders and line managers as part of the school Performance Management system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Deputy Head is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for curriculum area leaders when planning the curriculum and additional support for students.
- At the start of Year 7 all pupils are tested using the New Group Reading Test (NGRT) and the Graded Word Spelling Test. These tests, alongside others, allow us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school positive behaviour management system (Star of the Week) provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

## **What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?**

The school uses a positive behaviour management system. Every lesson, some students will receive praise (positive red flags, wristbands, stickers, postcards) from the teacher for effort and achievement. Teachers also nominate a 'Star of the Week' from their classes, which is communicated home by email on a fortnightly basis.

The red flags are monitored by Tutors on a weekly basis and are linked to rewards that are provided by the tutors. This system also enables the Key Stage Team team to identify students who are falling behind their peers, to investigate and to address the reasons for this.

Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being.

We have a Student Support Team including Key Stage Leaders, Student Support Partners, School Counsellor, Education Welfare Officer and School Nurse. The SENDCO liaises with this team as necessary, and Key Stage Leaders can request additional support for their students, when they consider it to be suitable. Examples of the type of outside support that is available and can be arranged through the school are: The Dreadnought Centre (group support) and Penhaligon's Friends (bereavement support).

Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, including the outside quiet areas, the Library or E3, where they are supported by TAs to manage unstructured social time.

If a student is unwell during the school day, then they will be sent to Medical Room, which is run by the school First Aider. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The First Aider will decide if the student is well enough to stay at school or not.

In a medical emergency, the First Aider will attend urgently, or may call for an ambulance if the student requires hospitalisation. Students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.