



## **Wadebridge School**

### **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

All the teachers at Wadebridge School are teachers of children with special educational needs. As such Wadebridge School adopts a 'whole school approach' which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children, irrespective of need in an inclusive environment and in line with the outcomes of the Every Child Matters Agenda. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school engages in an intensive transition programme for students joining us in Year 7, visiting their Primary School and organising a number of additional transition visits to ensure we know the students well before they join us in September, and have a plan in place to support their needs.

The special needs of the majority of our children are provided for within the framework of the normal curriculum with the emphasis on the quality of learning and the desire for all pupils to make significant progress. The school provides both short and long term specialist support and intervention programmes for students who need to boost their literacy, numeracy and social skills. We work closely with the English and Maths curriculum areas to ensure appropriate teacher-led support is in place for students who join us with low levels for Literacy and Numeracy; for example in Years 7 and 8 we have classes studying the KS3 English Curriculum through Read Write Inc. Fresh Start and in Year 7 and Year 8 we use 'Power of 1 & 2' to support students who require help with Numeracy.

The school employs a number of Teaching Assistants and Higher Level Teaching Assistants. Some are specialists in specific special educational needs while others work across a range of additional needs. They work with specific allotted children 1:1 or in small groups in both mainstream lessons and on individual learning programmes delivered in Curriculum Support. Interventions are carefully planned and targeted to specific pupils. The school also has an Autism Champion who has received specialist training in how to support students with ASD in a mainstream school setting. The school also has the use of a specialist room 'A3', which is a supportive, safe environment where young people can be supported with a range of additional needs.




The School's policy on Special Educational Needs complies fully with recent Government legislation and with the revised Code of Practice (Jan2015); it is monitored and reviewed regularly by both staff and Governors.

Updated: October 2020 – LB

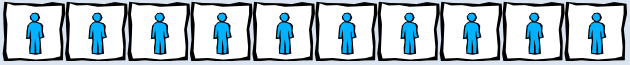
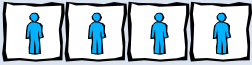

**Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mr L Bateman (Assistant Headteacher)**  
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## The levels of support and provision offered by our school




### 1. Listening to and responding to children and young people

| <p>Whole school approaches<br/>The universal offer to all children and YP.</p>   | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>    |
|---|---|---|
| <p>The views and opinions of all students are valued.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student voice is represented in all aspects of school, in particular, issues can be addressed through our Student Voice Team.</li> <li><input type="checkbox"/> Student voice is heard through: - co-production - consultation - focus groups - questionnaires</li> </ul> | <p>Students with SEND are included in all consultation groups.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional provision is developed in light of student voice, for example the provision of daily supervised and supported homework clubs for students with SEND who wish for additional support with their homework.</li> </ul> | <p>Individual support is responsive to the views of the student.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student views are an integral part of TAC meetings and SEN reviews.</li> <li><input type="checkbox"/> Students are supported in person centred planning and target and outcome setting.</li> <li><input type="checkbox"/> Advocacy (for example from local Youth Workers) is available to ensure the above.</li> <li><input type="checkbox"/> All documentation is presented in a format that is accessible to the student, for example Learning Plans.</li> </ul> |




## 2. Partnership with parents and carers

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>    |
|--|--|---|
| <p>The school works in partnership with all parents and carers.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The parents/carers of all students are invited to attend parent/carer evenings and tutor review meetings.</li> <li><input type="checkbox"/> Students' progress reports are sent home once each term.</li> <li><input type="checkbox"/> Parent/carers know exactly who to contact if they have any concerns.</li> <li><input type="checkbox"/> The school website, Facebook, twitter and Class Charts, enables parent/carers to understand more about what their young person is learning.</li> </ul> | <p>Families are invited to attend extra- curricular clubs and activities, such as Cooking Skills. Families are invited to attend information sessions re supporting their young person at home e.g. parenting skills, literacy and numeracy skills, independent homework, skills needed to support successful examination arrangements – scribing etc.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Support Group for Autism and Communication have been established where there is an identified need.</li> <li><input type="checkbox"/> Virtual sites, such as 'Class Charts' are being used so that there is far less confusion at home for young people with SEN.</li> <li><input type="checkbox"/> Parents are able to contact school re concerns at any time.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/carers are supported in attending, and are actively involved in, all TAC meetings and annual reviews.</li> <li><input type="checkbox"/> Parent/carer's views are an integral part of TAC meetings and SEN reviews.</li> <li><input type="checkbox"/> Advocacy is available if requested to ensure the above.</li> <li><input type="checkbox"/> All documentation is presented in a format that is accessible to individual parents.</li> </ul> |

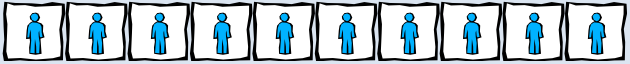


### 3. The curriculum

| <p>Whole school approaches.<br/>The universal offer to all children and YP</p>    | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>   |
|--|--|--|
| <p>The curriculum is designed to ensure the inclusion of all students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students, regardless of their ability and/or additional needs, have full access to the curriculum.</li> <li><input type="checkbox"/> Assessments (including dyslexia screening) and exam concession tests are used to identify students who need specific interventions.</li> <li><input type="checkbox"/> All students have access to an after school opportunity to use the Learning Resource Centre (LRC) to complete HW etc.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> A number of students in key stage 4 have the opportunity to access a vocational curriculum.</li> <li><input type="checkbox"/> A number of students in Year 7 and 8 have access to interventions to develop their Literacy and/or Numeracy skills.</li> <li><input type="checkbox"/> Specific intervention packages are bespoke and needs led.</li> <li><input type="checkbox"/> The progress of students taking part in intervention groups is measured on a regular basis.</li> <li><input type="checkbox"/> The intervention packages are adapted in light of student progress.</li> <li><input type="checkbox"/> Small group intervention includes: - literacy – reading, comprehension, spelling, writing - numeracy - speech and language - keyboard skills – study skills - social skills</li> </ul> | <p>Students are supported in following their interests, and chosen curriculum, regardless of their SEN and/or disabilities. For example, a student with a physical impairment is given the support they need to access practical subjects such as design technology.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students with special needs and/or disabilities can access the curriculum with adult support as appropriate.</li> <li><input type="checkbox"/> In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved.</li> </ul> |




## 4. Teaching and learning

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>    | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>   |
|---|---|--|
| <p>The whole school uses a 'dyslexia/dyscalculia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li><input type="checkbox"/> Different level groupings are identified for each class and students are made aware that at least some of the time they will be seated in ability groups.</li> <li><input type="checkbox"/> Learning Objectives are displayed and discussed using "We are learning to..."</li> <li><input type="checkbox"/> Differentiated Success Criteria are often displayed.</li> </ul> <p>Work is regularly marked by teaching staff and students are encouraged to engage in their own reflection on the comments received. Literacy/Numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alternative ways of recording are used.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND have targeted support and provision.</li> <li><input type="checkbox"/> Teachers and Teaching assistants are provided with Learning Plans where appropriate to give information about how best to support the learning for students.</li> <li><input type="checkbox"/> Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> <li>- ensure understanding -facilitate learning</li> <li>- Foster independence - keep students on task.</li> </ul> </li> <li><input type="checkbox"/> If the class teacher is working with a small group the teaching assistant supports the class with tasks already set by the teacher.</li> <li><input type="checkbox"/> Independent student learning is supported by the use of technology, for example: - Laptops - Netbooks – and other recording devices</li> </ul> | <p>Personalised and highly differentiated work is provided enabling independent learning. One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, severe literacy difficulties</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specialist advice is sought with regards to teaching and learning for pupils with specific additional needs.</li> <li><input type="checkbox"/> Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc)</li> <li><input type="checkbox"/> Homework support is available within curriculum areas</li> </ul> |




## 5. Self-help skills and independence

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>    | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>    |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Students use 'How you can be successful' strategies within the classroom</li> <li><input type="checkbox"/> Technology is available to aid independence</li> <li><input type="checkbox"/> A range of resources are available in all classrooms containing overlays, highlighters, and dictionaries etc which promote independence.</li> <li><input type="checkbox"/> All students can access regular homework clubs (after school, lunchtime etc)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Where teaching assistants are in the classroom they facilitate independence.</li> <li><input type="checkbox"/> Students have personalised equipment to help them to learn, such as talking tins, overlays, and laptops where required</li> <li><input type="checkbox"/> Students have access to : -               <ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- Traffic light system</li> <li>- Time out cards</li> <li>- Classroom Toolkits</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc.</li> <li><input type="checkbox"/> Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the regular teaching assistant is absent</li> <li><input type="checkbox"/> Task boards and visual timetables are in place to support independence.</li> </ul> |

## 6. Health, wellbeing and emotional support




| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>    |
|--|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> PSHE lessons include all students, unless a parental request is made for being dis-applied.</li> <li><input type="checkbox"/> Student Support Team (KS3-KS4) are available to support all students with wellbeing, emotional, physical and mental health needs.</li> <li><input type="checkbox"/> Students have access to the school nurse. Sessions are private and confidential.</li> <li><input type="checkbox"/> Student issues are dealt with by trained staff, as they arise.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> A base (E3) is available for vulnerable students to take 'time out' and find support at break times. There are teaching assistants who oversee and provide support where needed.</li> <li><input type="checkbox"/> A base (A3) is available for vulnerable students to take 'time out' if necessary during lessons once referred by either the KS team/Student Support Team or SEN Team. There are specialist staff who oversee learning and provide support where needed.</li> <li><input type="checkbox"/> Time limited and impact monitored groups address: <ul style="list-style-type: none"> <li>- Social skills, body image, numeracy and literacy.</li> </ul> </li> </ul> | <p>TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Additional support for students can be requested from - CAMHS - Social Care - Youth Centres - Dreadnought - Penhaligon's Friends - Cornwall/Duchy/ Truro College</li> <li><input type="checkbox"/> Individualised support is provided for students who begin to display signs of needing health, wellbeing and emotional support in all Key Stages.</li> <li><input type="checkbox"/> Vulnerable students are provided a safe space (A3) to support them emotionally and academically.</li> <li><input type="checkbox"/> Students with specific medical conditions have individual health care plans.</li> <li><input type="checkbox"/> Additional Educational Psychologist support is bought in by the school for some students.</li> </ul> |

## 7. Social interaction opportunities




| <p>Whole school approaches<br/>The universal offer to all children and YP</p>    | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>    |
|---|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> All students have opportunities for social interaction, regardless of need.</li> <li><input type="checkbox"/> All students belong to a tutor group and a 'country' in the school.</li> <li><input type="checkbox"/> All students are invited on educational visits trips and visits, including residential activities.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Transport can be available to take students with SEND home when they attend after school activities.</li> <li><input type="checkbox"/> Peer mentors/buddies for vulnerable children and young people.</li> <li><input type="checkbox"/> Lego and Jigsaws are used as a tool to encourage positive social interaction.</li> <li><input type="checkbox"/> Autism Champion ensures social interaction opportunities for students with autism.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are supported to enable their attendance at after school clubs.</li> <li><input type="checkbox"/> TAs use social stories with individual students.</li> <li><input type="checkbox"/> Older SEND ambassadors are used to support and 'buddy' younger students with SEND.</li> </ul> |



## 8. The physical environment (accessibility, safety and positive learning environment).

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>    | <p>Specialist, individualised support and provision</p>   |
|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> The school is accessible to everyone including those students with SEND.</li> <li><input type="checkbox"/> The whole site is wheel chair accessible.</li> <li><input type="checkbox"/> Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively.</li> <li><input type="checkbox"/> There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher.</li> <li><input type="checkbox"/> All areas of the school are uplifting, positive and support learning.</li> <li><input type="checkbox"/> Teachers focus on rewarding good behaviour to promote a positive learning environment</li> <li><input type="checkbox"/> The rewards and sanctions system is robust and is facilitated through Class Charts.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> A base for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times this ensures the opportunity to eat lunch away from the canteen and lockers are available to store items in a secure place.</li> <li><input type="checkbox"/> Specialist equipment is available in practical subjects such as DT e.g. Safe chopping boards and non-slip, non-breakable equipment available.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Some students with sensory needs have specialist equipment (e.g. squashable items) or those with physical needs have access to tray tables.</li> <li><input type="checkbox"/> Adaptations have been made to provide specialist workspaces in DT Food room to allow full access for students with physical disabilities. E.g. height adjustable work/sink area</li> </ul> |

## 9. Transition from year to year and setting to setting

| <p>Whole school approaches<br/>The universal offer to all children and YP</p>   | <p>Additional, targeted support and provision</p>   | <p>Specialist, individualised support and provision</p>   |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> There are strong links with partner primary schools. Pastoral leads identify students who may need extra support at transition from KS2 to KS3</li> <li><input type="checkbox"/> Transition visits to all partner primaries involving current Year 7 pupils</li> <li><input type="checkbox"/> Primary children visit school regularly from Year 3 for specific events e.g. Sports Festivals.</li> <li><input type="checkbox"/> Secondary staff visit and teach/support in partner primaries.</li> <li><input type="checkbox"/> Open evening for Year 5 and 6 annually</li> <li><input type="checkbox"/> Induction days for all Year 6 students</li> <li><input type="checkbox"/> Yr10 'Buddies' support new Year 7 to settle in</li> <li><input type="checkbox"/> All Year 7 pupils invited to attend residential early in Autumn Term as a tutor group</li> <li><input type="checkbox"/> In Year 8 preparations begin for option choices ready for Year 9. All students are interviewed with parents regarding choices.</li> <li><input type="checkbox"/> Year 11 students are supported with the Post 16 application and interview process. Senior leader interview/meet year 11 students to make sure they have plans post 16.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition</li> <li><input type="checkbox"/> Students identified as possibly struggling with transition have many additional visits as individuals or in small groups</li> <li><input type="checkbox"/> SEND Team available during the summer holidays to support parents and young people who might be concerned about transition.</li> <li><input type="checkbox"/> Careers South West work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students interests abilities and needs.</li> <li><input type="checkbox"/> A KS4-5 transition 'plan' is put together with the Careers SW advisor.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> The SENDCO attends Year 5 &amp; 6 EHCP SEN reviews.</li> <li><input type="checkbox"/> The student has a 'keyworker' who spends time with them in primary school before supporting them in secondary school.</li> <li><input type="checkbox"/> Transition Passports are used to support information sharing and effective transition</li> <li><input type="checkbox"/> Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> <li><input type="checkbox"/> Post 16 providers are invited to attend transition reviews.</li> <li><input type="checkbox"/> Students with SEND have extra visits to college in Year 11.</li> <li><input type="checkbox"/> Support is given to those pupils who are progressing to FE/HE</li> </ul> |