

Wymondham College

SEND Information Report October 2024

<p>1 Variety of Special Educational Needs that are provided for at Wymondham College</p>	<p>The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>The school currently has 18% of all students identified with SEND including 3% of students with an EHCP.</p> <div data-bbox="1016 635 1805 1139" data-label="Figure"> <table border="1"> <caption>SEN Broad Area of Need</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>SEMH</td> <td>35%</td> </tr> <tr> <td>C and L</td> <td>39%</td> </tr> <tr> <td>C and I</td> <td>18%</td> </tr> <tr> <td>S and P</td> <td>8%</td> </tr> <tr> <td>NSA</td> <td>0%</td> </tr> <tr> <td>OTH</td> <td>0%</td> </tr> </tbody> </table> </div>	Category	Percentage	SEMH	35%	C and L	39%	C and I	18%	S and P	8%	NSA	0%	OTH	0%
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<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through:</p> <ul style="list-style-type: none"> • Information passed on previous schools or other professionals including from health and social care • KS2 data results, baseline assessments and results including Cognitive Ability Test, progress data • Individual assessment through the use of standardised score assessments including British Picture Vocabulary Scale, CTOPP2, TOMAL-2, WIAT III, WRIT as implemented through an Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST) • Assessment for Reading Tests (Hodder: ART)/York Assessment of Reading for Comprehension test (YARC) to identify difficulties in reading at KS3 – bottom 20% of readers targeted with intervention and progress tracked 														

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	<ul style="list-style-type: none"> • Feedback from teaching staff and observations • Referrals from parents • Pupil referrals • Intervention baselines (SDQs used for SEMH/C&I Interventions, for example) • SEND interventions not showing impact may also lead to further identification of need • Specialist agency input via CEPP (EP, Speech and Language Therapist (SaLT), Specialist SpLD Teacher), Paediatrician referral/NDS, CAMHS, Access Through Technology (ATT), Virtual School for Sensory Support (VSSS), Norfolk County Core Consultations and Inclusion Team. • Team Around the Child discussions with House staff/Safeguarding/Medical Centre/Well Being • Expected progress not occurring in curriculum as identified through data drops (REAP process).
<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • High Quality Teaching, with appropriate and effective “scaffolding to support” in place; • Additional adult support in classrooms where appropriate to form Teaching Teams with Learning Support Assistants • Personalised provision through time limited programmes including Talkabout, ELSA, Literacy Gold, WordWasp, Rapid Reading, Paired Reading, 123 Maths, Speed up – Handwriting intervention, Sensory Circuits, Typing intervention, Social Skills Group, Lego Therapy, Mentor sessions with Learning Lead, Drawing and Talking Therapy, Tutor-time support • Personalised intervention programmes led by trained Support Staff • Dual Centre provision (SRB & School or AP & School) • The sourcing of additional specialist support via external agencies e.g. CEPP, Open Arms Support Services, Dyslexia Outreach Service, Ormiston Families – Smiles • RESET Programme designed to support regulation and enhance engagement with learning • In-school specialist provision within SEMH Hub or Cognition & Learning Hub Provision for identified pupils – intended for Jan 2024
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> • Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • <i>SEND Parent Voice Survey bi-annually</i> • <i>SEND Pupil Voice Survey bi-annually</i>

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	<ul style="list-style-type: none"> • <i>Progress and evaluation are reported to Sapientia Education Trust’s Board of Trustees and the Director of Inclusive Learning</i> • <i>Progress and evaluation of SEND is reported to the Education Committee via the Headteacher’s report termly</i> • <i>Specialist External Support is provided via the Trust Education Team.</i> • <i>SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.</i> • <i>The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</i> • SEND information Report posted on website • Close collaboration within school-based Team Around the Child (TAC) system
<p>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> - Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. - Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. - Do: the plan is put in place as agreed. - Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. <p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress including use of Salford Reading Test, SDQs, Typing speed assessment • Pupil progress meetings between class teacher, SLT and SENDCO • Support plan and EHC Plan reviews • Individual, personalised Support Plans for all learners with SEND (Student Profiles) • Observations and follow-up • Parent/Carer’s meetings • Pupil Voice
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> • Application of EEF High Quality Teaching Strategies including: scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and other examinations

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- Additional adult support
- Use of technology including reader pens, personalised laptops
- Allocation and adaptation of room use

Further Examples are:

- Clear and consistent classroom routines;
- Visual aids, checklists, timers and manipulatives;
- Graphic organisers, mind maps, spider diagrams;
- Writing frames, sentence starters;
- Reading text/instructions aloud;
- Pre-teaching vocabulary; and
- Breaking up longer texts and tasks into manageable chunks.

Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:

- Specific seating arrangements to accommodate learner needs;
- Use of visual timetables;
- Use of larger font size;
- Specific equipment, e.g. wobble cushion, writing slope;
- Assistive technology e.g. reader pens, voice to text software;
- Rest breaks/movement breaks;
- Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker;
- 1:1/small group support;

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	<ul style="list-style-type: none"> ● Extra time to complete tasks; and ● Reasonable adjustments to rewards and sanctions issued in the context of the learner’s special educational needs including access to RESET programme <p>For interventions, you could include for example:</p> <ul style="list-style-type: none"> ● Small group precision teaching; ● Meet and greet at the start of the day and/or decompression at the end of the day; ● Provision of specific support programmes e.g. Literacy Gold, Zones of Regulation, ELSA, Talkabout, Sensory Circuits; and Speed-up Handwriting intervention. ● Alternative Provision. <p>The School’s Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school’s curriculum, how the school is improving its physical environment to increase access for students with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to students without disabilities.</p>
<p>3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> ● Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners. ● An anti-bullying policy that is supported by Pastoral and Behaviour Managers ● ELSA, Lego Therapy, Drawing and Talking, Emotion Coaching - provided within Learning Support ● Access by referral to our Whole School Well Being service who provide a range of counselling and therapeutic interventions and assessment/support from Mental Health Nurse. This includes Art Therapy, The Human Toolkit and Pets as Therapy. ● Targeted support for individual pupils including ELSA and Social Stories where appropriate ● Student Council & LGBTQ+ Council

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<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor 	<ul style="list-style-type: none"> • Pupil Voice <p>Mrs Zoe Fisher – Principal (Until Dec 2024) Mr Andrew Robinson – Executive Principal (From Jan 2025) Principal@wymcol.org</p> <p>Mrs Lucy Thomas - SENDCO l.thomas@wymcol.org</p> <p>Mrs Helen Wilkinson – Assistant SENDCO k.wilkinson@wymcol.org</p> <p>Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01953 609000</p>
<p>5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>Audit of staff expertise in SEND undertaken annually</p> <ul style="list-style-type: none"> • The SENDCO has SENCo qualification (National SENCO Award) • Trust CPD for Teaching Assistants through NASEN Whole School SEND • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning • Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Norfolk STEPS training • Whole staff training in meeting high frequency needs (ASD, ADHD, Dyslexia) • Pupil specific training for key staff such as Sensory Impairment and physical therapy • Specialist expertise engaged from external services – CEPP, Nelson’s Journey, CAMHS, Point 1, NHS NDS Pathway Team, Norfolk Early Help, CEPP, Dyslexia Outreach Service, Virtual School for Sensory Support. • All staff have been trained & refreshed in the differentiated Graduated Approach - September 2024.
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> • Support Services including health services • Just One Number • National and Local Charities

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	<ul style="list-style-type: none"> • Volunteers • East Norfolk Hub • Early Help & Family Support (Norfolk County Council) • Additional specialist SEND agencies as listed above
<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child’s SEND both at the point of identification and through their termly review.</p> <ul style="list-style-type: none"> • Telephone Land and Mobile • Text • Email online • Parents Evenings • Pastoral & Behaviour Team Managers • SENCO & SEND Team direct contact • Face-to-face meetings • Bi-annual Parent Survey • Online TEAMS/Zoom meetings • Virtual training sessions
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner.</p> <p>We gather their views as part of the termly review of their student profile as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice • Student Council & LGBTQ+ Council • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Pastoral & Behaviour Team Managers • Online TEAMS/Zoom meetings with parental supervision • Mentor sessions with Learning Lead
<p>9 Any arrangements made by the governing body or the proprietor relating to the</p>	<p>Please refer to and use the school’s existing complaints policy and procedure which is available directly from the school or website.</p>

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<p>treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>Model complaints procedure (wymondhamcollege.s3.amazonaws.com)</p>
<p>10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Wymondham College.</p> <p>This can include:</p> <ul style="list-style-type: none"> • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Norfolk SEND Partnership - Telephone: 01603 704070 SEN Centre of Excellence - Telephone: 03448008020 or email send@norfolk.gov.uk</p> <p>Suffolk SENDIASS – Telephone 01473 265210 enquiries@suffolksendiass.co.uk https://www.suffolksendiass.co.uk/</p>
<p>12 The school’s arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transfer Transition arrangements</p> <ul style="list-style-type: none"> • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Enhanced Transition programmes for students with High Need SEND (EHCP) over Summer Term • Liaison with Post-16 providers including use of Work Experience allocation for taster sessions at potential post-16 providers • EHCP review format to ensure effective planning for post-16 from Y9 • School curriculum for careers and futures learning

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	<ul style="list-style-type: none">• Priority careers advice appointments for SEND students
13 Information on where the local authority's local offer is published	https://www.norfolk.gov.uk/children-and-families/send-local-offer https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0