Special Educational Needs and Disabilities

Annual Report

September 2023

Our approach

Wexham is an inclusive school where every child is valued and respected. We welcome students with SEND as part of our community and we aim to ensure that all our young people have an equal opportunity to engage in the curriculum. We endeavour to provide a broad, balanced, relevant and challenging curriculum which meets the needs of individual students.

We believe that every teacher is a teacher of SEND and that all staff have a crucial role to play in the success of all students. As part of this we promote high standards of quality first teaching and deliver additional interventions to support the emotional, social, and academic development of all.

The SEND department works closely with parents, teaching staff and other stakeholders to ensure all students with additional needs are offered a broad and balanced curriculum, which caters for their individual needs.

Types of Needs

The Code of Practice (2014) identifies four broad areas of Special Need, under which SEND can be classified:

- Communication and Interaction
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs
- Cognition and learning

Category of Need	Example of Need	Examples of provision available at Wexham
Communication and interaction	Speech and language difficulties Social Communication difficulties Autism Processing difficulties (ASC)	• Links to speech and language service (for named students) • Use of HLTA for small group work for highlighted students • Support for students with EHC plans • Profiles for all staff available for all students on SEND register with classroom strategies • An alternative options programmes taught by teachers attached to the SEND department is offered to selected students in years 10 and 11.
Social, emotional and mental health	ADHD Anxiety/Depression/Self-harm Eating Disorders Attachment Disorder Obsessive Compulsive Disorder (OCD)	• School based learning mentor for small group and 1:1 intervention • Time out card for named students who are struggling • Access to school counsellor • Links to mental health support team (MHS practitioner) linked to school one day a week • Links with Slough Youth service and youth worker based in school 1 day a week. • Links with recommended counselling service used by CAMHS for small group work.

		• Use of Learning support centre for short term reduced timetables. • Robust pastoral system with Leaders of year and assistant leaders of year. • Staff training • Profiles for all staff available for all students on SEND register with classroom strategies.
Sensory and/or physical needs	Hearing Impairment Sight Impairment Cerebral Palsy Medical condition that impedes mobility Hypermobility	• Resource base with calm area for students with sensory issues to use • Adaption of equipment and resources when necessary • Laptops available for named students • Profiles for all staff available for all students on SEND register with classroom strategies • An alternative options programmes taught by teachers attached to the SEND department is offered to selected students in years 10 and 11 • See also school accessibility plan.
Cognition and learning	Dyslexia Dyscalculia Dyspraxia Processing/memory difficulties SPLD - Specific learning difficulties MLD - Mild learning difficulties	• Small group reading interventions • Use of overlays and coloured paper • Small group literacy/dyslexia sessions for identified students • TA attached to maths department to offer maths interventions • Use of laptops • Access arrangements for exams for identified students • Profiles for all staff available for all students on SEND register with classroom strategies • An alternative options programmes taught by teachers attached to the SEND department is offered to selected students in years 10 and 11.

Identification of SEND

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is: provision different from or additional to that normally available to pupils of the same age' (SEND Code of Practice 2014).

It is essential that pupils with SEND are identified as early as possible so that appropriate provision, access and interventions can be implemented.

The school identifies pupils with SEND by:

- Primary school information (Including teacher and Key stage 2 SATs data). Transition visits or phone calls are made by the school SENDCO and Leader/Assistant leader of Year 7 to identify students who will require additional support and further investigation on transition to secondary school. Extra transition sessions are offered to named students in the summer term before starting at Wexham.
- Consultations meetings with the Local Authority Inclusion Team. The Inclusion team works closely with the school to highlight pupils transferring to secondary and to support those who it is felt require further High Needs Support. These will be students with an Education and Health Care plan.
- School Assessments (Reading Test, Diagnostic Spelling Test, Cognitive Ability Tests (CATs)
- Concerns expressed by staff. This is raised using the school internal referral form.
- Concerns expressed by parents.
- The use of the Assess, Plan, Do, Review (APDR) cycle

All students will be monitored according to their progress. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed.

Underpinning all our provision in school is the graduated approach cycle of assess, plan, do and review. The main principle is that most SEND needs will be met within the mainstream classroom.

All staff are responsible for the planning, identification and teaching of SEND students and use the following approach when catering for their learning:

Assess: All staff are responsible for assessing, monitoring and tracking the progress of students. The

School's Assessment Calendar and regular data drops provides a structure for this and each student is regularly formally and informally assessed throughout the school year. Assessments take place in all subject areas and levels are recorded on the school's SIMS system and regularly reported to parents. All students are set achievable yet challenging targets which have high expectations for progress.

Plan: Class teachers, curriculum leads, form tutors, leaders of year and the SEND Team regularly check on the progress of students and concerns are raised if pupils are not making expected progress. All lessons are differentiated to meet the needs of each student and appropriate teaching methods employed. If a student is not making expected progress intervention strategies and mentoring sessions are put in place. Students who have high needs and require specific equipment or facilities to support them are eligible for high needs funding. The SENDCO will apply accordingly.

Do: Wexham staff strive to provide high quality of education for all our students. Teachers prepare schemes of work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of varied resources. Once areas of concern are highlighted through the assessment cycle, teaching staff adapt their teaching and resources to suit the needs of all learners (known as differentiation). This includes pupils with SEND and may involve many adaptations and strategies, dependent upon the needs of the student. Strategies are outlined on the individual student profiles available on the staff shared area, which are updated regularly by the SENDCO.

Review: Through the use of the assessment cycle, staff review the progress of the students continuously during the year. Any concerns regarding a child's needs or their potential barriers to learning are referred to the SEND team. The SENDCO is responsible for the co-ordination of SEND provision within the school. It is her responsibility to provide strategic leadership for the vision and implementation of SEND support. There is consequently a whole school approach to monitoring, intervention and support strategies for SEND pupils. The school SENDCO is Ms Theis and she can be contacted via the school website or by telephone. Having consulted with children and their parents, an action plan is put into place and the student's profile updated on the school shared drive.

Roles and Responsibilities

SEND Governor

The member of the Governing Body linked with Special Educational Needs and Disabilities is Laura Brookstein.

Senior leadership team

Staff member	Role
Lawrence Smith	Headteacher
Sumen Bains	Deputy headteacher
Ruth Corrie	Deputy Headteacher
Misan Wellspring	Assistant Headteacher
Ben Clarke	Assistant Headteacher
Paul Morgan	Assistant Headteacher
Sarvinder Phalora	Assistant Headteacher
Inderjit Singh	Assistant Headteacher

Staffing of Inclusion Area

Staff member	Role
Paul Morgan	Assistant Headteacher
Kasia Theis-Kaczmarek	SENDCO
Edwina Curran	Leader of the Autistic Resource Base
David Zsuponyo	Teacher of SEND
Vernon Ambrose	Teacher of SEND
Judy Jennings	Assistant SENDCO
Sue Maunders	Learning Mentor
Lisa Marchewka and Amana Anwar	Learning Support Centre Coordinators
Aqsa Ahmed (EAL HLTA)	Higher Level Teaching Assistant
Rose Beckford	Teaching Assistant
Sue Cann	Teaching Assistant
Stephanie Haggerty	Higher Level Teaching Assistant
Kanwal Javed	Teaching Assistant
Naima Maryam	Teaching Assistant
Shereen Mahmood	Teaching Assistant
Tafadzwa Mujuru	Teaching Assistant
Gaby Pathirana	Teaching Assistant
Sandra Pope	Teaching Assistant
Cheryl Wedlake	Teaching Assistant

The SEND, ASR Base and EAL Department are line managed by the SENDCO. Support Centre are line managed by the Assistant Headteacher.

Working in partnership with parents

If a parent expresses concern about a child, this information is passed to the SENDCO and the process of assessment begins.

If the concern about a pupil originates from teaching staff then the parent/ carer will be contacted for their views and permission sought before any assessment or interventions takes place.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

• Everyone develops a good understanding of the student's areas of strength and difficulty

• We take into account the parents' concerns

 • Everyone understands the agreed outcomes sought for the child

• Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. Involving SEND parents and learners in the dialogue is central to our approach and we do this through:

Action	Who is involved	Frequency
Student Profiles	Student, Leader of Year, SENDCO	Twice a year or more frequently if new assessments are received.
Parents evenings	Parents and students SENDCO/Assistant Headteacher	Once a year
Progress Reviews	Parents, students and Form Tutors	Once a year
SEND parents information evenings	All ELSA staff and parents	Once a year
Student survey	Students	Once a year
Parents survey	Parents	Once a year

High quality teaching provided to all students

All teachers follow the Graduated Approach (APDR) in their teaching and cater for the needs of our students.

The strategies listed below reflect the reasonable adjustments that can be offered by Wexham School. They are indicative of good, inclusive teaching and will benefit a range of learners, whether they have been identified as requiring SEND support or not. The strategies have been grouped to reflect the types of need identified by the Code of Practice.

Approaches to support Communication and Interaction

• Visual timetables and supports

• Outcomes modelled and demonstrated

• Clear classroom organisation and structures

• Clear unambiguous use of language

• Opportunities to work independently without interruption

• Time provided for pupils to process language

• Teacher able to access and employ method of communication appropriate to pupils' need

• Clear and simple instructions

Approaches to support social, mental and emotional health

• Tactile sensory objects to calm student

• Adult directed time out and time away strategies

• Understanding of methods to motivate a range of learners

• Recognition of sensory needs and appropriate adjustments made

• Positive regular communication with parents

• Personalised rewards and sanctions – including motivators

• Consistent use of positive language

• Range of opportunities to support social and emotional development

• Class and school mediation strategies

• Clear and understood Behaviour Policy

• Solution focused approaches

• Approaches that develop emotional literacy

• Positive peer models

• Consistent use of language and expectation

Approaches to support cognition and learning needs

• Differentiated Curriculum, pertinent to students' level of attainment or development – through presentation and / or outcome

• Reading material accessible to students

• Students can present knowledge / views in a variety of ways

• Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them

• Accessibility to personalised learning aids such as word banks, number lines, memory prompts etc

• Collaborative working opportunities

• Repetition and reinforcement of skills

• Visually supported learning environments

• Adjustments to alleviate visual stress

• Multi-sensory approaches to learning

• Methods to summarise and highlight key teaching points

• Questions differentiated in accordance to level of understanding and emotional needs

• Interactive learning opportunities

• Teaching adapted to a range of learning preferences

Approaches to support sensory and/or physical needs

• Access to equipment to ensure mobility provided by health professionals

• Awareness of seating positions to take into account sensory difficulties

• Adaptations to resources to ensure accessibility

• Access to developmentally appropriate materials and resources

• Adaptations to presentation of learning

• Effective use of resources and technology

• Support as detailed in access plan or health care plan

SEND Support

Once a student is identified as having Special Educational Needs and/or Disability an appropriate support plan will be put into place to achieve targeted outcomes. SEND support can included the following:

In class (Wave 1)

• Approaches are identified to enhance the student's learning

• Creation of a Student Profile that includes the voice of the child and targeted teaching strategies

• Focused in class Support from a subject teacher to develop the student's independent learning. Where available more direct support from an in-class teaching assistant

• Interventions that have been identified to achieve specific targets. These will be delivered and monitored

• Direct teaching, SEND support groups and in years 10-11 Option SEND groups

• Resources to ensure full access to the curriculum

• Liaison with the parent/carer, student, staff and all other relevant agencies in the implementation of the individual's profile

Interventions (Wave 2)

Targeted Support for students who need additional help in small groups or 1:1:

• Literacy and numeracy interventions

• Use of the Accelerated reading program

• Targeted 1:1 Reading support

• Adaptations to timetables and support

• Inclusion in a Study Support group. Or academic mentoring group

• Use of available outside services

• Use of school mentors

• Further assessment and tracking of individual pupils

Targeted interventions (Wave 3)

Targeted support for students who provide additional intervention to that provided in the above sections:

• Referral for specific assessments such as educational psychologist, CAMHS

• Application for an Educational Health Care Plan

• Use of the School Counsellor

• Bespoke Curriculum adaptations

Tracking Progress

 All students will have their academic progress tracked as outlined in the school's Assessment, Recording and Reporting policy. This includes:

• Base line assessments

• Standardised assessments

• Use of KS2 data

• Learning walks and book scrutiny cycles

Children with Special Educational Needs will in addition, have support plans identifying their individual progress targets. These will be drawn up with the pupil and the parent and will be reviewed regularly.

Evaluating the impact of SEND Provision at Wexham.

Overview of the 2022/23 school SEND population (as of May 2023)

Year group	Number of students with an EHCP attached to the resource base	Number of students with an EHCP attached to the mainstream	Number of students on SEN support
Year 7	3	3	31
Year 8	6	0	43
Year 9	3	3	46
Year 10	7	2	32
Year 11	2	0	37
Years 12/13	0	0	26

We evaluate the effectiveness of provision for pupils with SEND by:

• Reviewing pupils' individual progress towards their goals each term

• Reviewing the impact of interventions termly

- Using pupil questionnaires

- Monitoring by the SENDCO

- Using support plans and reviews to measure progress

- Holding annual reviews for pupils with EHC plans

The following headline figures indicate the attainment of our SEND students' progress in the past academic year:

SEND Progress 8: -1.91*

Percentage of SEND students receiving grades 9-1 in 4 or more subjects: 100%

SEND Attainment 8 scores: 14.72

*This is a very small number of students (14) and is a 4Matrix estimation and not an official figure.

Transitions

Transition points are very important for students with additional needs and we have the following provisions in place for these key dates.

Key stage 2 to 3:

The Leader of Year 7 and Assistant Leader of Year liaise with Year 6 teachers. From this the SENDCO contacts relevant primary SENDCOs to ensure information is passed on. Any students identified by primary staff are offered additional transition sessions in small groups with Wexham SEND staff and familiar staff from their primary settings. Parents are also invited to meet Wexham staff prior to September start.

There is also an early SEND meeting arranged for Year 7 parents to attend and meet staff.

Key stage 3 to 4:

Identified students are offered 1:1 meetings with SEND staff to discuss option choices and parents are offered alternative options for each option block.

Key stage 4 to 5:

The school liaises with the learning support departments in local colleges and staff from further education are regularly invited in to talk generally to students about college life and potential courses.

Permission from students/parents is sought before information is exchanged. All students with Identified needs are encouraged to attend college taster days and when necessary, Wexham staff can attend with students and their parents.

The department has established links with several external agencies that provide a range of support these include

1. Slough SEND department
2. The Educational Psychology service
3. Consortium (support for sensory needs)
4. ASD outreach service
5. Speech and language therapy
6. Occupational therapy service
7. Number 22- counselling service
8. Youth services
9. Mental health support network
10. Local universities - the Assistant Head (i/c of SEND/Inclusion) lectures on the SENDCO accreditation course at Reading university and on the PGCE course at Brunel university.
11. The SENDCO attends the regular SENDCO network meetings and feedbacks information.

Quality of Provision:

The quality of teaching for all students is monitored and reviewed regularly through the leadership of the Deputy Headteacher for Teaching and Learning. Data on all students is readily available on SIMS. Students' progress, including those with SEND, is reviewed termly using the School's Student Individual Progress Report by Subject teachers, Curriculum Leads and Leaders of Year.

SEND students' individual targets will be reviewed in meetings with the SEND department, students and parents. Learning walks, lesson observations and TA observations are also conducted by the SENDCO to ensure quality of provision.

Disability and Accessibility

Under the Equality Act 2010, schools are required to take proactive steps to ensure their disabled students, staff and trustees, parents/carers and other people using the school, are treated equally. Schools are required to establish a Public Sector Equality Scheme to promote equality of opportunity for all, including disabled students. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for students.

At Wexham all students regardless of their disability are given full access to the curriculum (see the school's Accessibility policy on the main school website).

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on our residential trips and are encouraged to take part in sports day/school plays/special workshops. No student is ever excluded from taking part in these activities because of their SEN or disability.

Reporting Concerns

Our complaints procedure can be found in our Complaints Policy on the school website Wexham Complaints Policy

Relevant School policies that underpin this school offer include:

- SEND Local offer see webpage Slough Local Offer
- Equalities Policy Wexham Equalities Policy
- Accessibility Plan and Policy Wexham Accessibility Plan
- SEND policy Wexham SEND Policy
- Behaviour policy Wexham Behaviour Policy

Legislative Acts taken into account when compiling this offer include:

- The Children and Families Act 2014
- The Equality Act 2010
- The Mental Capacity Act 2005
- SEND code of practice 2015

Acronyms:

- SENDCO: Special Educational Needs Coordinator
- TA: Teaching Assistant
- CAMHS: Children and Adolescent Mental Health Service
- EHCP: Education Health and Care Plan
- ELSA: Extended learning support area [ASD resource base, EAL, SEND, learning support centre]
- CP: Child Protection
- MHST: Mental Health Support Team