

# Wolverhampton Girls' High School Annual Report to Governors 2019

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Date: September 2019

SENCO: Miss. J. Price

SEN Governor: Mrs. A. Ward

Wolverhampton Girls' High School is a selective grammar school. We have a long and established history of providing outstanding education for girls for over 100 years. We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and support, tailored to meeting individual needs, leads to academic excellence. Students are highly motivated to learn and personalised learning lies at the heart of our provision.

## **Aim**

To ensure that all students with special educational needs at Wolverhampton Girls' High School are recognised and receive the support necessary to enable them to gain maximum benefit from the educational provision offered by the school.

We believe it is important that students acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all students, including those students with SEND by working in partnership with parents/carers and listening to students.

## **Objectives**

In order to meet the needs of students who have a SEND at Wolverhampton Girls' High School we intend to:

- Implement the SEND Code of Practice (2014) to identify, assess and provide for students with SEND.
- Work in line with guidelines provided by the Wolverhampton Local Authority.
- Ensure that all of our students are given the opportunity to achieve their personal best and become confident learners.
- Facilitate quality first teaching to allow students with a SEND to access mainstream education and make progress academically, emotionally and socially.
- To work in partnership with our students, the parents/carers of our students, staff, governors and external professionals to ensure the most effective provision is in place for students with an SEND.
- To follow a graduated response to any difficulty shown by a student to ensure that timely and efficient intervention is provided to allow early identification of any SEND.

## **Identification**

There are four categories of special educational need:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Emotional and Mental Health; and
4. Sensory and / or Physical.

Students may have a learning difficulty or disability in more than one area and any student will be planned for as an individual according to their specific needs.

The purpose of identification is to ensure that the school is supporting students in an appropriate manner.

Other factors which may affect learning and attainment, but which are not considered SEN:

- English as an Additional Language [EAL]
- Being a Looked After Child
- Pupil Premium and Free School Meals.

In addition to this, it is not admissible to refer to a student's behaviour as a special need, but to look for underlying concerns and then to respond in an appropriate way.

## **Identification:**

### **Quality First Teaching: 'The baseline of learning for all pupils'.**

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The SENDCo will be consulted as needed for support and advice and may wish to observe the student in class.
4. The subject (classroom) teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are expected to share information and queries with the school.
8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. If the student requires a Personal Education Plan (PEP) this will be reviewed with a meeting once a term by inviting the student and their parents/guardians into school.

## **SEN Support:**

### **The Assess, Plan, Do and Review Cycle – A graduated response**

To ensure that SEND provision is as efficient and as beneficial as it can be, Wolverhampton Girls' High School will deploy its SEND provision using a 4 part graduated approach in line with the Code of Practice 2014. This cycle draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles to best deploy the resources available to students.

#### **Assess:**

This 4 part graduated approach to identifying a student with SEND will allow the SENDCo to draw on substantial evidence to reach an informed decision and planning of resources. Any assessment done by the SENDCo will be communicated with parents and they will be invited to be involved in the process.

This evidence may include:

- School report data;
- Information from the students and parents;
- Teacher observation and assessment;
- Standardised assessments carried out by the SENDCo;
- Profiling standardised information taken from computer programmes.

At this stage more specialist advice may be gathered from outside agencies. The SENDCo will use recommendations made by professionals to inform the planning of resources for a student. Prior to any referral being made parents will be consulted and must give their permission for a referral to proceed.

The SENDCo will coordinate referrals to outside professionals where appropriate. Services which can be accessed via the SENDCo are as follows:

- Educational Psychology;
- Specialist Teacher;
- CAMHS;
- Speech and Language Therapy;
- Hearing Impairment Team;
- Visual Impairment Team;
- School nurse.

*Accessibility to the above services is subject to their availability.*

In some cases professionals from the health or social services may be involved with the student. In these cases the SENDCo will communicate directly with them and the parents and incorporate their recommendations into the SEND provision.

## **Plan**

Using all of the information gathered in the assessment phase, the SENDCo will produce a Personal Education Plan. The Personal Education Plan will consider the intended outcomes for the student and provide strategies and recommendations.

All Personal Education Plans are designed to bring a student centred approach and will contain the following information:

- Which agencies the student has been involved with historically and in the present.
- A review date.
- The student's difficulties and needs; and
- Strategies that must be followed to allow any barrier to learning to be overcome. Those responsible for these actions will be specified (including the teachers, pastoral staff, parents and the student).

## **Do**

The class or subject teacher will remain responsible for working with students in their classes. They are expected to implement all actions described in the Personal Education Plan, to record the progress made towards targets and be able to contribute to the review process upon request.

Teachers will be informed about any interventions that take place away from the main class.

The classroom teacher can contact the SENDCo at any time for support or clarification about the provision for a student with SEND.

## **Review**

Reviewing pupil progress will be made at each data collection. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support in light of student progress and development; making any necessary amendments going forward, in consultation with the student, parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Educational Psychologist
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found by contacting Wolverhampton SENSTART

Telephone: 01902 555961

SENSTART

Civic Centre,

1st Floor

St Peter's Square

Wolverhampton

WV1 1RT

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Wolverhampton City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the students formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

## **WOLVERHAMPTON LOCAL OFFER:**

What is the Local Offer?

Through the Children and Families Bill, the Government requires all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs – a Local Offer. This can be found on the Wolverhampton City Council Website. <http://www.wolverhampton.gov.uk/article/435/Education--schools>

The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their Local Offer.

Further Information for Parents and/or Carers-

The Wolverhampton Information, Advice and Support Services provide information, advice and support for parents and carers of students with special educational needs and disabilities. It is a neutral and confidential service, which is available through the LA website:

<http://wolvesiass.org/>