



## Woolmer Hill SEND Information Report (2020-21)

### Questions

### School Response

<b>1</b>	<b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b>	<ul style="list-style-type: none"><li>• When learners are transferring from Primary School to Woolmer Hill, the SENCO (Special Educational Needs Co-Ordinator) contacts every school to discuss their SEND (Special Educational Needs and Disability). This can include up to 30 Primary Schools</li><li>• The SENCo meets regularly with the SENCos from the local Primary Schools, which form the Haslemere Confederation</li><li>• All relevant information is discussed, enabling our SENCo to prepare the new SEND Register and write SEND Profiles and Targets for those on the SEND Register</li><li>• All staff receive detailed information on learners to enable them to ensure their needs are accounted for in differentiated lessons and so potentially, make excellent progress</li><li>• In addition, vulnerable learners are invited to attend an additional induction day in Learning Support, where they meet the Learning Support team, find out about basic school procedures, experience some lessons and walk around the site. When they attend the Year 6 Induction Day in July, they feel they already know a lot about the school, which is comforting</li><li>• Often, parents/carers request an individual meeting with the SENCo in year 6 or even in year 5 and this helps both parents/carers and staff understand even more about the needs of the learner and the suitability of the school to cater for individual needs</li><li>• Parents/carers who feel their child could have undiagnosed difficulties can request an appointment with the SENCo to discuss any emerging problems. If staff feel there are concerns, the SENCo/ form tutor will contact parents/carers to arrange a meeting</li></ul>
<b>2</b>	<b>How will school staff support my child?</b>	<ul style="list-style-type: none"><li>• In English, Maths and Science, those in lower sets are supported in their learning mainly by HLTAs (Higher Level Teaching Assistants) who have a subject speciality, working in tandem with the class teachers. Much support takes place in the classroom so the learner can access the lesson</li><li>• Some learners are offered an intervention, as advised by the SENCo</li></ul>

		<ul style="list-style-type: none"> <li>• Student progress is tracked by class teachers, Subject Leaders, Tutors, the Year Leaders and the Senior Leadership Team. This is in addition to the SENCO who looks specifically at the progress of those on the SEND Register</li> <li>• In addition, Mindset for Learning (which describes how well the learner is able to participate in the lesson and engage with the learning), Behaviour and Home Learning grades are also tracked as they have a direct influence on academic progress</li> <li>• Day-to-day feedback on achievement and focus in class (merits/demerits) can be accessed by parents/carers via our online platform INSIGHT and many find this a very useful tool</li> <li>• Our Chair of Governors has a particular interest in SEND issues and has worked extensively in Literacy support so understands well the difficulties that some children face</li> </ul>
3	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Staff at Woolmer Hill differentiate lessons to embrace the needs of all learners</li> <li>• In English, Maths and Science (from year 7) learners are allocated teaching sets to allow them to make optimum progress. Those in smaller sets usually have a teaching assistant to support them with their learning needs</li> <li>• In most other subject areas, learners are taught in mixed-ability groups. Here staff ensure that all learners are able to progress well and tailor lessons to accommodate all needs</li> <li>• SEND Profiles and Targets are used by all staff to inform their planning. These Profiles include detailed information on learner additional needs and offers suggestions as to how to assist learning. Staff also refer to current levels of attainment, found on termly reports, behaviour reports, etc</li> <li>• All staff are teachers of learners with SEND and this wave 1 (for all) provision is closely monitored by the Senior Leadership Team on a regular basis. All staff have an open invitation to accompany them on a weekly Learning Walk to assess a particular aspect of Teaching and Learning</li> <li>• Some learners are offered the opportunity to study a vocational college course in year 10 and 11, offered in conjunction with the Waverley Federation. These are offered in many subject areas, including Childcare, Construction, Hair and Beauty, and courses on offer vary each year. These options give learners fantastic opportunities to work in areas which really interest them and which can lead onto apprenticeships and further study in the future</li> </ul>
4	<p><b>How will both you and I know how my child is doing and how will you</b></p>	<ul style="list-style-type: none"> <li>• Progress is shared regularly with families and learners in several ways. Each term, a report is sent home to inform of academic progress, Mindset for learning and quality of home learning in all subject areas</li> <li>• Each year there is an opportunity to speak directly with individual teachers at Parents' Evening, a vital link between home and school</li> </ul>

	<p><b>help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• There are also Parental Information Evenings for specific year groups where parents are offered specific ways of supporting their child, dependent on the year group he/she is in, so this is vital for a successful school/family partnership</li> <li>• Some learners have an EP (Education Plan) which records their difficulties, their strengths and how staff can help them in class to make good progress and Targets which are reviewed during the school year</li> <li>• The SENCo liaises with parents/carers of learners on the SEND Register, as required and there are many occasions when this contact is helpful not only to the learner but also the parents/carers and the school</li> <li>• The weekly school newsletter which is sent home to all parents and is on our website is a useful means of information finding about events.</li> </ul>
<p><b>5</b></p>	<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• Pastoral support at Woolmer Hill begins with the tutor. However where additional support is required, the friendly and well-trained staff in the Pastoral Support and Guidance Office are there to cater for the needs of each learner. Medicine is administered here and some problems are solved. If necessary, staff refer on to those who are best placed to help the learner</li> <li>• Where poor attendance is a concern, our attendance lead works with the Inclusion Officer and the learner and their parents/carers to support them to improve attendance</li> <li>• Where behaviour and academic reports indicate more substantial difficulties and the learner needs additional support, the SENCo and Year Leader will intervene to work with the learner to help them improve their Mindset for learning in order to avoid possible escalation</li> <li>• There is a behaviour policy and code of conduct which informs both staff, learner and parents/carers what is expected and this is implemented by all staff</li> <li>• All learners can contribute their views via the Student Voice House Councils. Representatives are voted in by others learners and there are regular meetings where important issues are discussed with staff and reps are given opportunities to suggest improvements to the school</li> </ul>
<p><b>6</b></p>	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• All teachers hold qualified teacher status and the SENCo directs a team of three HLTAs and 7 Learning Support Assistants who work in specialist subject areas. Our Inclusion team work with particular parents and families to develop strong links and encourage engagement with school</li> <li>• If further specialist services are required, the SENCo liaises with many agencies, including: the STAR project, Learning and Language Support, Behaviour Support, the Educational Psychologist, CAMHS (intervention to promote good mental-health), Childrens' Services, Speech and Language Therapy Service, Occupational Health, ASD Support etc. All such external partners are vetted in terms of safeguarding and such interventions are monitored for impact and value</li> </ul>

7	<b>What training are the staff supporting children with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• All staff attend Safeguarding training annually, along with regular updates throughout the year</li> <li>• The Special Educational Needs Co-ordinator (SENCo) has twelve years of experience working with secondary learners across the ability range and puts this to use every day in her interactions with learners, parents/carers and staff</li> <li>• Three of our teaching assistants have achieved Higher Level Teaching Assistant status and this has resulted in an effective and proactive team who are alert to the needs of all learners, with particular strengths in supporting in the core subject areas</li> <li>• There are regular training sessions for new staff to ensure they are aware of procedures and expectations for SEND learners, including accessing the SEND Register for each year group and SEND Plans and Targets to aid planning of differentiated lessons which enable all learners to make progress</li> <li>• If further investigations are required for individuals, a member of the team may complete a dyslexia screening test. Further testing is necessary when it is felt a learner requires access arrangements to be made for him/her to be on a level playing field for GCSE exams. This could be having access to a reader, being prompted, as required, when a learner finds focus challenging or having additional time to complete exams, for those who find the processing of information very challenging</li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• At Woolmer Hill, we involve our learners in all aspects of the curriculum and value greatly what can be learnt during activities which take place outside of the classroom. For some learners, we consult with parents/carers where there are concerns with safety and/or access.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• Regarding wheelchair access, there is an electronic lift at the front entrance to the school, a disabled toilet, and electric doors to the main access points in most buildings. There are no lifts to enable access to the upper floors at present but there is full access to the ground floor site</li> <li>• Parents/carers of learners with additional learning needs liaise with the form tutor, SENCo and link HLTA as appropriate</li> <li>• In the first instance, however, contact can be made with the form tutor, a vital link between home and school for all learners and the Year Leaders, each overseeing the progress in individual Year Groups.</li> </ul>
10	<b>How will the school prepare and support my child to join the school and transfer to college or the next</b>	<ul style="list-style-type: none"> <li>• In preparation for transition to their next placement, learners discuss the suitability of courses of their choice with their tutor and are encouraged to attend Open Evenings at local colleges during year 10. Talks with various agencies are organised to help with that process and local colleges visit the school to speak to students.</li> </ul>

	<p><b>stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>• In tutor periods and PSHE, learners are supported to complete their college applications in the Autumn term of year 11. Some learners are given extra assistance by HLTAs and the Year Leader</li> <li>• All students receive independent Careers guidance throughout their schooling, with 1:1 sessions in Year 11</li> <li>• We liaise with many local colleges and as we are part of the Waverley Federation of Schools, learners at Woolmer Hill are offered places at Godalming College on a suitable course</li> <li>• When information is requested, the tutor /SENCo/Year Leader will respond promptly to support the learner with the interview process. Relevant documentation is forwarded, as appropriate, to support smooth transition from one setting to another</li> <li>• When learners move schools before the end of year 11, their up-to-date school file is forwarded to their new school, as well as full details of SEND needs</li> </ul>
<p><b>11</b></p>	<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Our finances are strictly monitored and all resources are used to support the strategic aims of the school as well as the needs of individual learners</li> </ul>
<p><b>12</b></p>	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>• Learners with SEND are supported in the first instance by teachers. For some learners there is additional support. There may be small group interventions where it is felt to be beneficial. For example, within English lessons, some learners are offered small group support by the HLTA. In Maths and Science, identified learners form focus groups to give them additional support to achieve their target grades/potential. For those who do not progress it may be necessary to apply for additional funding in the form of an EHCP after testing by the Educational Psychologist</li> <li>• Some learners benefit from highly individualised programs of study, including a variety of interventions, ranging from Catch Up Literacy and Numeracy to the STAR project (which offers small groups of learners specialist provision in English, Maths and Life Skills), Skillway (building self-esteem through focused hands-on activities, such as stone-engraving and glass cutting), through to attendance at nurture groups at STAR or Student Referral Units and the YES intensive project (Youth Engagement Scheme).</li> <li>• Such programs are discussed with the SENCo, Deputy Headteacher, and other agencies, in full consultation with parents/carers to give the learner the best chance of completing full-time education until sixteen at Woolmer Hill.</li> </ul>

<b>13</b>	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"><li>• Parents/Carers are invited to discuss their child's progress at every stage. Tutors and class teachers contact parents/carers when necessary and concerns are forwarded to appropriate staff, such as the SENCo or the Year Leader</li></ul>
<b>14</b>	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"><li>• The learner's tutor is always the first port of call for parents/carers</li><li>• Where further information and support is required, the SENCo is available for both arranged meetings and informal chats on the phone, as this is often just what is needed</li></ul>