

Windsor High School and Sixth Form

Special Educational Needs and Disability Information report

(updated Jan 2022)

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at: <http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

n.b. EHCP is the recognised abbreviation for 'Education Health and Care Plan'.

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age.</p> <p>At Windsor High School and Sixth Form we support students in the four broad areas of SEND:</p> <ul style="list-style-type: none"> • Communication and Interaction. • Cognition and Learning. • Social, Emotional and Mental Health difficulties. • Sensory or Physical difficulties.
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a pupil needs extra help?</i>	<p>When your child first joins Windsor, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; subject teachers; specialist colleagues and external agencies.</p> <p>Our teachers, Faculty Directors, Curriculum Leaders and Heads of House closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous</p>

		<p>monitoring of students during their time at Windsor will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of House, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities.</p> <p>Targeted interventions are planned and delivered where appropriate and this may include small group or individual work.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND are assessed on a regular basis, in accordance with Windsor's assessment policy. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers through progress reports that are sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an annual review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND. Progress and attainment data for students is regularly analysed and the outcomes of these evaluations are used to create and implement improvement plans and interventions for all aspects of school life.</p> <p>Termly reports are given to the school's 'Local Advisory Board' (the equivalent of a governing body) and governors therefore have the opportunity to review and evaluate the school's SEND provision.</p>

<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home progress reports each year which will show your child's current and target levels as well as reporting on their effort, behaviour and homework.</p> <p>Faculty Directors, Curriculum Leaders, Heads of House and special needs staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. Intervention is then put in place, initially by the subject teacher. At the next reporting time we will check whether appropriate progress has been made.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; 'Class Charts', notes in planners; email; telephone calls; appointments made with individual teachers; Annual Reviews (for those on the SEND register).</p> <p>The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. Teaching staff will be informed about your child's individual needs and have experience and/or are appropriately trained to adapt their lessons to meet these requirements. This may involve using different strategies and more practical adaptation of resources and activities, with the aim that your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>Most of our students follow the curriculum available to all students, however a very small number of students have a more personalised curriculum to match their individual needs, interests and abilities.</p>

	<p><i>How accessible is the school environment?</i></p>	<p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by staff.</p> <p>We have a range of different facilities to help SEND students throughout our school including a number of lifts, accessible toilets, ramps in some areas and where access to classrooms is not possible by wheelchair, the room timetable is modified to ensure that students can access the entire curriculum.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>The first wave of support provided for students with special needs is via high quality teaching and we further enhance this provision by providing small class sizes (particularly for core subjects) for some groups containing students with special needs.</p> <p>Where appropriate we also use teaching assistants, specialist teaching staff and provide further support through the Heads of house, the SENCo and the Assistant SENCo.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with EHCP's will have targets and strategies set by the Special Needs team. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p>	<p>A large range of academic, sporting and other extra-curricular clubs are available at Windsor. These are open to all students, including students with SEND.</p> <p>Additionally we run a range of activities to support SEND students including a Homework Club and other targeted support before and after school and at lunchtimes in the learning support base.</p> <p>The Extra-Curricular activities list is available on the schools website. SEND Clubs are advertised to students through the learning support base.</p>

	<i>How will my child be included in activities outside the classroom, including school trips?</i>	All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall well-being?</i>	At Windsor we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (where possible) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students. We operate an inclusion base which provides additional individual support for students with special needs, in relation to their emotional, mental and social development. There are additional members of staff who are able to provide pastoral support, these include: The Heads of House, Pastoral Managers, the SENCo, and the Assistant SENCo. We also liaise with a number of external agencies for example: Speech and language team, Autism outreach, Camhs and the Hearing Impairment service.
4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator	<i>Who should I contact if I want to find out more about how Windsor supports pupils with SEND?</i>	The SENCo is Mr A. Leafe. Contact details: email: aleafe@windsor.windsoracademytrust.org.uk or telephone 0121 550 1452 The Assistant SENCo is Ms L. Kempson Contact details: email: lkempson@windsor.windsoracademytrust.org.uk or telephone 0121 550 1452
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	We have a Learning Support department which is made up of the SENCo, Assistant SENCo, and eight teaching assistants. Within this team we have staff who have a range of experience and training, covering various SEN needs including the National Senco Qualification; NVQ Level 2 qualifications, Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues, CAF training, Access arrangements, Oral Language Modifier, Child Protection, First Aid, Reading recovery, support of students with physical and sensory difficulties, speech

		<p>and language difficulties, social emotional and mental health difficulties.</p> <p>Training is provided to all staff, including teachers and TA's, as the need arises as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	As a school we can access a range of services including the Visual and Hearing Impaired Teams. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Ms Kempson or discuss the issue at the next parents evening.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<i>How will I be involved in discussions about and planning for my child's education?</i>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books). • Full attendance and good punctuality. • Completion of homework. • Checking and signing planner. • Attending parents meetings. • Attending any meetings specifically arranged for your child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	Students are encouraged to take part in 'student voice' activities; to regularly evaluate their work in lessons and consider their attainment, progress and next steps for improvement. They also attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'About me – views and aspirations' documents prior to reviews.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special	<p><i>Who can I contact for further information?</i></p> <p>Who can I contact if I have a complaint?</p>	<p>Please contact Mr A. Leafe for further information.</p> <p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact our Senior Deputy Head Ms S. Rogers.</p>

educational needs concerning the provision made at the school		
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	<i>What specialist services and expertise are available at or accessed by the school?</i>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (Camhs); Social Care; Educational Psychology Service; Connexions; Speech and Language Service; Occupational Therapy Service; Autism outreach Service; Learning Support Service; Physical Impairment and Medical inclusion Service. Hearing Impairment Team; Visual Impairment Team. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Dudley LEA and use the CAF process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist please contact Mr Leafe or Ms Kempson or discuss at the next parents evening.</p>
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	<p>The Dudley local offer pages provide information on a range of support services:</p> <p>Dudley MBC Local Offer information: http://www.dudley.gov.uk/resident/localoffer/</p> <p>SEND Children's Services, Dudley Council, Ladies Walk Centre, Ladies Walk, Dudley, DY3 3UA Phone: 01384 814360.</p> <p>Dudley SENDIASS provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number:01384 236677 Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/</p> <p>Connexions is an organisation which is able to offer advice on learning and work opportunities: Call: 01384 811400 Email: Connexions@dudley.gov.uk http://www.connexionsdudley.org/</p> <p>Child and Adolescent Mental Health Service(Camhs):</p>

		http://www.dwmh.nhs.uk/child-adolescent-mental-health-services-camhs/ Young Minds http://www.youngminds.org.uk/
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for one week for invited Year 6 students.</p> <p>Windsor High School and Sixth Form is committed to providing our students with a programme of careers education, information, advice and guidance for all students in years 7 – 13. This curriculum follows objectives in line with the Gatsby Eight Benchmarks for Careers Excellence.</p> <p>We provide additional support and guidance to students and parents during the year 9 options process to ensure that they make appropriate subject choices for their KS4 courses.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions to ensure relevant paperwork is completed for students with EHCP's.</p>
<p>13. Information on where the local authority's local offer is published</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>Dudley MBC Local Offer information: http://www.dudley.gov.uk/resident/localoffer/</p>