

The Wigmore School SEN Offer

[Introduction](#)

Wigmore School is an inclusive learning community. We want every one of our children to achieve the best possible educational and personal outcomes to become happy, healthy and fulfilled adults. We have high aspirations for all pupils in Wigmore School and none more so than those with Special Educational Needs or disabilities.

We would like to thank every child, young person and their family that has taken time to be part of our Pupil and Parent Focus Groups; this has been a vital part of putting together our The Wigmore School SEN Offer. This offer forms part of the wider [Herefordshire Council Local Offer](#), a response to the aspirations of the Children and Families Act (2014) for a greater voice for children and young people with SEN as well as their families.

[What is the Children and Families Act 2014?](#)

The Government has transformed the system for children and young people with Special Educational Needs, including those who are disabled, to provide a more consistent support to bring about the best outcomes for them. The Act extends the Special Educational Needs system from birth to 25 and aims to give children, young people and their parents/carers greater control and choice in decisions and to ensure that their needs are properly met.

The Act takes forward the reform programme set out in [Support and Aspiration : A new approach to special educational needs and disability](#)

There are two main features of this legislation:

1. Statements and learning difficulty assessments will be replaced by Education, Health and Care Plans. You may see this referred to as an EHCP; it will run from birth until the young person is 25. These plans will extend the rights and protections to young people in further education and training and offer families the choice of personal budgets so that they have more control over the support they need.
2. A move towards greater co-operation between all the services that support children and their families, with an emphasis on local authorities and health authorities to working closer together.

[What does a SENCO do?](#)

The role of the classroom or subject teacher is to provide Quality First Teaching for all children. Generally, children are identified as having Special Educational Needs if even as a result of good quality personalised teaching, intervention or adjustments they still do not make adequate progress. Children with Special Educational Needs have a significantly greater difficulty in learning than the majority of other children of their age or may have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in school.

Appendix A

- Our SENCO (Special Educational Needs Co-ordinator) is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with Special Educational Needs.
- The SENCO liaises with staff to monitor the progress and plan further interventions where progress is slower than expected.
- The SENCO is in regular contact with a wide range of external agencies that are able to give more specialised advice.

SEN Code of Practice

How does Wigmore School know if your child may need extra help?

There are a number of different sources of information that could indicate that your child may need additional support. These include:

- Transition meetings between phases
- Early assessment on transition
- Regular assessment and monitoring
- Concerns raised by parents/carers, teachers or the child
- If limited progress is being made
- Changes in a child's behaviour or progress

What should you do if you think your child may have Special Educational Needs?

If you have any concerns then contact:

- Your child's teacher at the [Primary School](#)
- The SENCO at the [High School](#)

How will Wigmore School support your child?

The SENCO will assess your child's learning needs and work with all teachers and support staff to enable your child to access the curriculum and make progress.

If your child has needs related to more specific areas of their education then they may be placed in a smaller focus group for certain activities. Interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. This information is stored within a document called a Provision Map.

Occasionally a pupil may need more expert support from an Outside Agency such as a Speech & Language Therapist or Educational Psychologist.

How would you know about this?

There are many opportunities for formal and informal communication between home, school and your child:

- Consultation with parents following assessment of Special Educational Needs
- Parent evenings and drop-in sessions
- School reports
- Discussions with SENCO or class teacher
- Discussions with your child

How will the curriculum be matched to your child's needs?

Provision is put in place to enable your child to access the curriculum along with their peers. This may involve any one or combination of:

- Differentiation of learning in the classroom directed by the classroom teacher
- Support in the classroom by Teaching Assistant
- Group or individual work with a specialist
- Specialist equipment
- Bespoke programme outside the classroom

How does Wigmore School know how your child is progressing?

We do this through a continual cycle of assessment, planning, carrying out interventions and monitoring. Sources of information come from formal assessment and observations as well as conversations with your child and yourself.

How would you be made aware of this?

- Parent evenings and drop-in sessions
- School reports
- Individual meetings

How could you be involved in planning for your child's education and support your child's learning?

Parents evenings are an excellent way to be involved in your child's learning. From time-to-time information is sent home on how to support your child with various aspects of their learning. These work alongside activities we are doing in school and provide an opportunity to work to enhance this. If an Outside Agency has been involved then you will receive a report with ways in which your child can be supported both in and out of school.

What support is available for your child's overall well-being?

This is done through close pastoral support for pupils experiencing emotional and social difficulties.

At the Primary School there is a close communication between the Class Teacher, SENCO, Teaching Assistants and Senior Leaders. We provide a buddying system, nurture groups and offer the Talkabout programme to help to develop self-esteem, social skills, emotional well-being and anger management.

At the High School there is also close communication between of Form Tutor, Tutor Support, Subject Teachers, Teaching Assistants and Pastoral Heads. There is a peer mentoring programme and Prefects work with specific tutor groups. We meet weekly as a whole staff. The Student Support Centre offers a calm environment for children away from the classroom.

If your child has medical needs then you will be involved in developing their Care Plan, which will be shared with all parties involved, in order to ensure that your child's needs are met.

What specialist services and expertise are available at, or are accessible by, Wigmore School?

- First Aid
- Learning Support Service
- Behavioural Support Service
- Educational Psychologist
- Child Development Centre (Multi-agency assessment)
- CAMHS (Child and Adolescent Mental Health Service)
- Physiotherapy
- CLD (Youth Counselling Trust)
- Occupational Therapy (Kite Centre)
- PASS (Physical and Sensory Service) for hearing and visual impairment
- SALT (Speech and Language Team)
- Specialist Teachers for Complex and Communication Difficulties (Autism Spectrum Conditions)
- Child and Family Support Worker
- School Counsellor
- Social Services
- MASH (Multi Agency Safeguarding Hub)

What sort of training is available for staff supporting children with Special Educational Needs?

- Staff are trained to deliver interventions such as Read Write Inc, Rapid Plus, Numicon, Power of 2, Social Stories, Mentoring and Catch-up programmes.
- Support staff are involved in networking groups for specific conditions such as Autism Spectrum Conditions.
- Online training is available periodically.
- There are in-house CPD opportunities with a focus on SEN for all staff each year.
- The SENCO has achieved the National Award for SEN Co-ordination.

How will your child be included in activities outside the classroom?

School trips and residential opportunities are available to all pupils, regardless of Special Educational Need or Disability. We run parent information sessions ahead of trips and often have additional meetings for parents of children with Special Educational Needs, disabilities or medical needs. This is to ensure that you are involved in, and aware of, any additional provision we have put in place to meet your child's needs on the trip. We carry out a Health and Safety risk assessment for each activity and at least one First Aider goes on each trip. We have two minibuses.

How accessible is the Wigmore School environment?

- The Primary School is a single storey site. We have a ramp to the main reception. There is one accessible toilet.
- At the High School we have a dedicated Medical Room staffed by a full-time First Aid Co-ordinator. There is a lift from the ground floor to the first and second floors, with EVAC emergency stairway evacuation chairs to the stairwell. There are two accessible toilets. The Student Support Centre provides a venue for learning out of the classroom as required.
- Please refer to the Accessibility Plan on the School website for up-to-date plans.

How will we prepare and support your child for transition to or from Wigmore School?

Having a site that takes children from Nursery to 16 aids transition enormously but we pride ourselves on making everyone feel part of our inclusive community wherever their starting point. There is close liaison between us and previous schools; both parent and child voice is an important part of transition.

At the Primary School, the Reception Class teacher carries out home visits prior to starting school and works in the Nursery from time-to-time. There are visits during the Summer Term prior to starting school in September, for children to experience aspects of the school day. There are transition meetings for parents.

At the High School we have a strong transition programme during Year 6. There are transition days in the Spring Term for children from our feeder primary schools; during the Summer Term there are transition days for every child coming up to High School. We hold transition evenings for parents and visit each feeder primary school during the Summer Term. The SENCO attends all Annual Reviews from Year 5 and meets with SENCOs from feeder primary schools during the lead up to starting High School.

Appendix A

Throughout KS3 and into years 10 and 11 there is a comprehensive programme of support to prepare for transition to further education and training at 16. At the end of Year 10 every student takes part in a fortnight of Work Experience and Work Related Learning. Those with Special Educational Needs benefit from additional meetings with our Careers Advisor to enable all students to be involved in their future and to make informed decisions. We invite main Post-16 providers into School for parents and students to meet them. The SENCO from the chosen provider will be invited to any transition reviews as will the SEN transition officer from the Local Authority. A number of students with Special Educational Needs have benefitted from extended work placements; these are tailor-made to suit the needs of the individual student.

How are our resources allocated and matched to a child's Special Educational Needs?

The Special Educational Needs Budget is allocated each year. The way that this is deployed depends on the needs of the children on the SEN register in any particular year.

How do we decide what type and how much support your child will receive?

The type of support will depend on your child's needs. We devise an individual provision map following assessment, advice from outside agencies, discussion with teachers, Teaching Assistants, you and your child.

How are parents involved in the School?

There are many opportunities for parents to be involved in our School including:

- Open evenings
- Parents evenings
- PTA
- Parent Governors
- Concerts, productions and exhibitions
- Sports days

Who can you contact for further information?

At the Primary School:

- Oak Class Mrs S Paton
- Beech Class Mrs M Hamer
- Elm Class Mrs E Edwards
- Laurel Class Ms M Williams
- Willow Class Mrs V Edwards and Mr D Mansfield
- Cherry Class Ms L Bright
- Sycamore Class Mr D Sallis
- Mrs A Townsend Assistant Headteacher for Inclusion (SENCO)
- Mrs L Grady Head of School

At the High School

Mrs A Townsend Assistant Headteacher for Inclusion (SENCO)