



# Wellfield High School

*'Inspire - Challenge - Achieve - Nurture'*

## SEND INFORMATION REPORT 2016/17

**Name of School:** Wellfield High School

**School Number:** 07104

**Updated:** September 2016

*For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in this Schedule.  
A school must publish its report containing SEN information available on its website.*

The Lancashire County Council Local Offer can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

## 1. Accessibility and Inclusion

### **The kinds of special educational needs for which provision is made at the school. How accessible is the school both indoors and outdoors.**

The school follows the SEN Code of Practice (2014) to ensure all pupils have access to all curriculum teaching/facilities and will liaise with outside agencies for specialist information/training as required.

The school provides some access for wheelchairs users but this is limited to ground floor access only at present. The entrance to main reception has a wheelchair call point from the car park but no current wheelchair access. Therefore access to the main reception area is gained via the west doors of the main school near to the Art and Technology block. Reasonable and sensitive adjustments are made for pupils and visitors using wheelchairs or other mobility aids.

For health and safety reasons we encourage parents to avoid driving into the main school car park at pick up / drop off times. However, there is the facility for a limited number of parents to use the main car park where this is appropriate to need.

Access to most of the school information is via the school website and Moodle however, some information is displayed in school within the existing display cases to be read by pupils, visitors and staff at varying heights. All teachers are responsible for providing resources and classroom displays which are accessible to all pupils.

Where it is known that pupils, parents and visitors are unable to easily access information reasonable provision is made to support full access. Modifications to printed communication such as paper colour, font sizes etc. are carried out on request. We arrange for translators to attend school events as required, (such arrangements require a reasonable notice period).

All staff use varied approaches across the curriculum to ensure that pupils multiple learning styles are catered for. The school has a clear approach to learning and teaching. There is no 'one size fits all' strategy and Quality First Teaching is fundamental in our approach to educating our pupils.

iPads and laptops are issued to a small number of pupils where it is deemed that this will enhance their learning and progress. Open mind software is

accessible to all pupils and apple TV is used in some classrooms. The Moodle and Show my Homework are used consistently to support learning and organisational skills: they also allow remote access to the curriculum where appropriate. Homework clubs are available before and after school and also during lunchtimes, these are run on both ground and upper floors and allow access to computer and printing facilities as well as staff support.

Some pupils with sensory difficulties are equipped with assistive aids following recommendations by specialist teaching staff to aid access to the curriculum. This includes wireless microphones, ear defenders and tangle toys which enable pupils to manage their own sensitivities independently.

Intervention to support the removal of barriers to learning takes place on an individual basis using a graduated response and follows the Assess – Plan – Do - Review cycle. Withdrawal from class is kept to an absolute minimum to avoid additional learning gaps and barriers from occurring.

If you have any questions about SEND provision at our school please contact Miss Z Smith our SENDCo either by phoning school or e-mailing [zs@whs.lancs.sch.uk](mailto:zs@whs.lancs.sch.uk). For issues outside of SEND provision your child's pastoral manager can be contacted to discuss additional forms of support from external agencies and organisations. Many of these are provided by Lancashire County Council as described on the Local Offer, on the Lancashire County Council website. [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

Admission procedures for all students, including those with SEND can be found on the school website, and are subject to Lancashire County Council admission protocol.

## 2. Teaching and Learning

**2a. Identification:** How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

*All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every pupil has an equal opportunity to access, and to attain their maximum potential in all aspects of the curriculum. All our pupils are entitled to access a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed. Responsive, appropriate, and well planned interventions, aimed at removing barriers, will be put in place and monitored for effectiveness applying the*

*ASSESS-PLAN-DO-REVIEW cycle. Additional Need will be supported in a manner that considers the needs of, and makes sense to, the individual pupil.*

Pupils with SEND are usually identified in the year 6/7 transition / liaison window in accordance with best practices relating to early intervention. Some pupils may require a more robust package of transition commencing in the term prior to admission. These are planned in advance at the request of parents or primary school. Mrs B. Yates (Head of Key Stage 3/Transitions Manager) and Miss A. Yates, (Assistant SENDCo), implement these packages.

Upon entry to Wellfield High School, (Y7), all pupils are assessed using the Cognitive Abilities Testing (CAT) and standardised reading and spelling tests. Pupils are also STAR tested as part of the Accelerated Reading Programme. All pupils follow a structured reading scheme to support the development of the literacy skills needed to underpin access to the curriculum. The school also uses Toe by Toe, paired reading and the IDL programme to support pupils with literacy based learning difficulties. All pupils have access to MyMaths which provides activities and a structured progress path based on individual need. Some pupils benefit from one to one support and numeracy withdrawal during tutorials and after school: access to this intervention is based on need and may be short, or long term.

Any SEND pupils who transfer mid-year are also tested on a 1:1 basis using WRAT within their first week at Wellfield. Parents, staff, and pupils are encouraged to contact the Learning Support Team about any barriers to learning experienced on an individual basis.

Administrative support for families can be supplied via the main school office on request. Parents can request support via the member of staff they have most contact with / feel most comfortable with. A key staff worker will be identified and assigned according to need and expertise. Confidentiality guidelines are adhered to at all times.

Further detail is available in the SEND policy, (<http://www.wellfield-high.lancsngfl.ac.uk/> ).

**2b:** How will the school support my child / how will the curriculum be matched to my child's needs?

*All teachers are teachers of SEND and individual teachers are responsible for making lessons accessible to all via Quality First teaching. Teaching staff use a variety of techniques and activities in order to meet the needs of individual*

*pupils within their classes. Staff training is regular and strategy banks for a range of need have been produced to aid wave 1 interventions.*

Individualised support can be given to more vulnerable pupils to prepare them for transition. This can include several pre-visits to school and the creation of a transition book including photographs of key members of staff and the building itself to help prepare for the change and to relieve anxieties. Transition visits start in the Summer Term for some pupils, following early liaison with feeder primary schools. Individual transition plans can be accommodated to prepare those who require additional arrangements and are personalised. Small groups of pupils are given increasing access to the school, via pre-arranged visits. Individual visits can also be arranged.

The school uses Buddy's (Y7's) to visit feeder primary schools in the summer term, to give talks and presentations to Year 6 via the M.O.T.H.S programme (moving up to high school).

Pupils in receipt of wave 2/3 interventions or School Support undergo reassessment as determined by their individualised intervention plan. This enables us to track progress and highlight where further support is required. The school will refer to external specialists/agencies for assessment or diagnosis as appropriate: parents / carers are always consulted at this stage.

Classroom based support and intervention can take place on a one to one, within small groups or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day. A homework help club is available to SEND pupils.

Literacy and numeracy intervention is available through timetabled lessons and activities. There are laptops available in school to enhance the learning process, and to assist identified pupils with handwriting and recording difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND.

Each teacher and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for supporting pupils with SEND. The SENDCo updates staff via briefings, e-mail, CPD sessions and during face to face meetings. Internal and external training is available to support the staff.

All TA's have working knowledge of a range of individual needs, (some hold advanced qualifications e.g. – ELKLAN). Our TA's are experienced in working with pupils with Specific Learning Difficulties (SpLD), Speech and Language, Hearing Impairment, Moderate Learning Difficulties (MLD), BESD, dyspraxia, FAS, and Autistic Spectrum Conditions. They are all interested in the pupils as individuals and work hard to find the best ways to support the development of the whole child.

Training and staff development is delivered in house and external providers are also used to further knowledge and expertise. Staff have benefitted from recent input from external specialists in the fields of Moderate Learning Difficulties, Hearing Impairment and Autistic Spectrum Conditions. Internal training regarding SEND Reform and Quality First Teaching has also recently taken place.

The School works within the parameters set out by the JCQ to put into place Access Arrangements (Examination Concessions) that are appropriate and meet the needs of the individual pupil. Selected pupils are tested in accordance with the JCQ guidelines at the end of Year 9 by a specialist teacher. Parents and staff are kept informed throughout the process.

Attendance, progress, behaviour and engagement of those pupils benefitting from alternative programmes is monitored through the South Ribble Partnership and reported back to school regularly. A small number of pupils access the curriculum at Shaftesbury High School in Chorley, Larches Medical School in Preston, and Rathbone in Chorley.

Careers advice is delivered via the CPHSE curriculum and is enhanced through specially organised focus day's e.g. The Careers Fair. Key Stage 4 students experience a full week of work experience and have access to the careers library. Placements for SEND pupils are tailored to individual need where appropriate. We also work with YPS to ensure effective and appropriate transition for SEND pupils, (e.g. additional small scale visits to the local college). The Young People's Service (YPS) engage with SEND pupils prior to Transition Reviews from Year 9 and stay in contact through to leaving year 11. Pupils and parents can request an interview at any point.

There are pupil forums for learning and teaching and pupil voice. This provides an opportunity for pupils to discuss their experiences in the classroom and

includes representation of SEND and Pupil Premium pupils. Pupils are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis and are involved in active citizenship programmes. All pupils have the opportunity to develop team working and leadership skills via The Duke of Edinburgh Award scheme. There are opportunities for pupils to take part in the house system, 'spend or save' their reward points, volunteer for example as prefects, reading buddies, and 'money mentors'.

The SENDCo and Assistant SENDCo work closely with pupils, parents and external providers to ensure a smooth transition to Post 16 provision. Teaching Assistants will accompany pupils with SEND to college taster sessions and support them in their decision making. Follow up drop in visits are made by colleges to support potential pupils in completing applications. The school also offers this support to pupils. Local apprenticeship providers and employers visit school and present pupils with their options for the future. Pupils have the opportunity to discuss their options with staff they feel comfortable with. Additional advice and information is provided to colleges and training providers by the school, with the agreement of the pupil and family.

The school currently operates an Alternative Curriculum for years 10 and 11, giving pupils the opportunity to study subjects not necessarily available as part of the regular curriculum e.g. Travel and Tourism, ASDAN, and Photography. As a school we pride ourselves on offering a broad and balanced curriculum.

Wellfield High School pupils have completed Money Mentoring training and deliver support in local primary schools as part of a financial education programme. Financial capability is taught through the CPHSE programme. All pupils in Year 10 are given the opportunity to undertake a period of Work Experience.

The school makes the Learning Support Department available to socially or emotionally vulnerable pupils, and actively promotes social integration and friendship support under the supervision of adults. Teachers and support staff can signpost vulnerable young people to the Learning Support Department for support. The pastoral support team actively promote positive peer relationships and are adept at resolving fallouts and providing appropriate support to pupils. Some pupils are invited to after school and lunch activities that are discreetly targeted toward their individual needs.

There is a range of extra-curricular available to all pupils, the activities include,

sport, music and drama. Educational visits and reward trips take place throughout the year. A Breakfast Club is available each day in the dining room where pupils receive free cereal. Homework clubs are available at lunchtime and after school. A homework help club runs once weekly and offers one to one homework support. All clubs, activities and trips are available to all pupils, but may be subject to risk assessment. Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship. Parents are required to pay for individual music tuition but may be granted free tuition in exceptional circumstances (at the discretion of the head teacher).

The school is a licensed Duke of Edinburgh Centre and the programme is designed to enhance pupils learning experiences and to explore new interests and develop their exiting skills. Participants of the award learn important life skills such as teamwork, problem solving and resilience.

**2c. Assessing:** How will both you and I know how my child is doing and how will you help me to support my child's learning?

The school has a comprehensive provision map for all pupils receiving an intervention from the Learning Support Department and also a tracker detailing additional Pupil Support (Pastoral).

Parents are kept informed of their child's progress through the sharing of reports, parent's evenings and regular meetings with the Learning Support Department. We run a SEND drop-in and an open door policy. Parents also raise issues, suggest improvements and pass on information via e-mail or telephone. The department regularly meet with parents and the SENDCo can be available to meet outside of normal working hours when needed.

All Statements of Special Educational Need and EHCP's are reviewed on an annual basis in accordance with the SEN Code of Practice. Should concerns be raised about an individual in respect of these plans then an interim review will take place and the Local Authority (and any other professional involved within the past 12 months) are invited to attend. Reviews are carried out in line with statutory guidance.

Advice is provided by the school, external agencies, the pupil and the parent/carer. Documentation is shared and meetings are held at mutually agreed times. Summary advice is send to the Local Authority, the parent/carer

and school. Meetings are supported by Teaching Assistants and administrative staff to ensure discussion is accurately recorded. Pupils are always encouraged to participate in their meeting and their views inform the process.

Progress of pupils with SEND is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings.

The SENDCo and Assistant SENDCo are available to discuss individual pupils at any point, usually by appointment. To ensure accessibility and privacy meetings can take place before, during or after the school day as necessary.

The effectiveness of our Wave 2 and 3 provisions (small group and 1:1 input) is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

Baseline assessments are completed for pupils who are supported at 'School Support' and also those with a Statement / EHCP. This enables pupil progress to be measured and, if necessary, further and more specialist advice can be sought.

Home Based Learning is accessible to parents and pupils online via Show my Homework. Parents are also able to use *Insight* to monitor merits and demerits; we also offer the facility for parents to monitor their child's spending in the school canteen.

### 3. What specialist services and expertise are available at school

#### **Staffing, (SEND Department)**

**SEND Coordinator:** Miss Z Smith, (NASENCO)

**Assistant SENDCo:** Miss A Yates, (ELKLAN)

**Teaching Assistants:** x 7

#### **Roles and Responsibilities:**

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice guidelines and school job descriptions.

**Governing Body:**

In partnership with the Head teacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.

Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which includes provision for SEND.

Monitoring the policy through the school's self-review procedures.

Regular, (at least termly), meetings between SEND Link Governor and SENDCo to provide update and challenge.

All governors are informed of the school's provision, including funding, equipment and staffing.

Reporting annually to parents on the school's policy through the website.

**The Head teacher:**

Setting objectives and priorities in the school development plan, which includes SEND.

Line-managing day-to-day provision for pupils with SEND, including setting the budget for supporting pupils within the school's overall financial resources.

Informing the Governing body.

**SEND Coordinator:**

Disseminating information and raising awareness of SEND issues throughout the school.

Is responsible to the Head teacher for the management of SEND provision and the day-to-day operation of the policy.

Managing and developing the roles of Teaching Assistants, (TA's), through effective CPD and PM.

Screening and identifying pupils.

Co-ordinating provision for pupils.

Supporting the teaching and learning of pupils with SEND.

Keeping accurate records for pupils with SEND.

Creating, reviewing and monitoring Pupil Passports/profiles for those with SEND.

Monitoring departmental delivery of the SEND Policy.

Deploying the school's Learning Support Team, which includes TA's.

Being accountable for the whole-school SEND resources and sharing with the head teacher responsibility for the allocation of funding devolved directly from the LA.

Working in partnership with parents and carers of pupils with SEND.  
Liaising with and advising fellow teachers and support staff. Liaising with other schools, including feeder primaries and specialist settings.  
Liaison with other SENDCo's, both locally and nationally.  
Liaison with external agencies as appropriate.  
Delivering in-service training and external training as appropriate.  
Preparation of the SEND report, which the Head teacher forwards to the governors

### **Teaching Assistants**

Support pupils with SEND and the wider school population.  
Plan and deliver individualised programmes where appropriate.  
Monitor progress against targets using Pupil Passports and teacher targets.  
Assist with creation of individual plans for pupils and supporting information, as required.  
Contribute to the review progress, either in person or via a written report.  
Work with small groups in or out of the classroom, under the direction of the class teacher.  
Support pupils on Educational Visits as required.  
Plan collaboratively with teachers as appropriate.

### **Teachers and other Staff:**

"All teachers are teachers of special educational needs"  
Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with Learning Support.  
Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes: **Quality First Teaching**.

Ensure individual targets are considered in lessons.  
Monitor the progress of pupils with SEND against agreed targets and objectives.  
Be fully aware of the school's procedures for SEND.  
Raise individual concerns within their Department, the SENDCo, or TA's.  
Deploy additional support effectively within the classroom to ensure the progress of all pupils.

School works closely with a wide range of external services, (see section 7b).

## 4. Reviewing and Evaluating Outcomes

### How is my child's progress evaluated / mapped

#### SEND Records

The school's SEND records will record the school's response at all stages for pupils with statements / EHCP review meetings will include a summary of progress at the annual review.

An appropriate combination of the following information regarding individual pupils is also in place dependent on the needs of the individual:

SEND Code of Practice Register.

Description and nature of pupil's difficulty.

Teaching / learning strategies to be adopted.

Individual Provision Maps.

Review summary and parental involvement.

Reports from other agencies.

SEND Support Plan / All about Me Profiles

Examination/test results, (school based and external).

School's reward schemes and Behaviour for Learning Records.

Pupil Passport

Academic records in conjunction with progress flight path.

## 5. Keeping Children Safe

### What support will there be for my child's overall wellbeing?

Preliminary risk assessments are made by the Year 7 Transition Manager / Assistant SENDCo at liaison visits before pupils begin Y7. Individual behaviour management plans and risk assessments are completed where necessary and reviewed regularly in conjunction with pastoral staff. Specialist advice is sought where necessary.

Risk assessments of classrooms and specific equipment are undertaken by the Health and Safety officer and discussed with relevant staff. Individual classroom activities are assessed by the individual teacher. External specialist staff risk assess day to day activities where individual need means this is necessary.

We encourage parents to avoid driving into the main school car park at pick up / drop off times. However, there is the facility for a limited number of parents to use the main car park where this is appropriate to need.

School has a designated person to manage medication, first aid stock, and care plans. There is a team of qualified first aiders who work on a rota system. All pupils can access our school counsellor via the pastoral team or self-referral. Members of staff are well briefed on emergency procedures. Emergency lighting is available in school and fire drills are regular and thorough.

The Learning Support Centre provides appropriate academic support for pupils during class time. During break and lunchtimes we provide a safe and relaxed environment where pupils can benefit from supported social time. Board games, computer access, homework help and a small library are available.

All school trips are processed through “evolve” system: risk assessments are checked by the EVC and implemented by group leaders/responsible staff.

The School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND pupils. All members of staff are trained internally to a minimum of level 1.

The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

The CPHSE curriculum has a strong wellbeing focus and covers a range of topics across all year groups. Focus days, (e.g. The Amy Winehouse Trust), are used to support learning, encourage our pupils to keep themselves safe, and equip them with the tools and skills to do so. Specialist teachers also deliver sessions and topic work on a one to one basis as appropriate. All pupils are able to access breakfast club before school where free cereal is available.

A Home/School agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.

## **6. Health (including Emotional Health and Wellbeing)**

### **What services and expertise are available for pupils with medical issues?**

All medication is locked away in the school office. For the safety of all the school community, pupils are not allowed to carry medicines in school. The locked drawer is clearly labelled and only designated members of staff have access to the key. Key members of staff have received training regarding diabetes, epilepsy and the use of EpiPens and the defibrillator.

Medication is all clearly labelled to identify the pupil it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication/Care Plan. All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.

A Care Plan is drawn up in conjunction between the parents, child and medical professional in accordance with Department of Health advices. The school nurse completes a home visit and a meeting is convened when the plan is agreed and signed by responsible staff. The Head teacher agrees all care plans personally.

Care Plans are held centrally in the school office; in the first aid rooms and also electronically (password protected) so that all staff members are fully aware of areas of need and stipulations of the Care Plan itself. They are reviewed by the School Nurse at least annually or if circumstances change.

The school benefits from weekly input by the school nurse to ensure effective liaison between Health Practitioners and Education Services.

Key staff members are briefed by the school nurse about those pupils with medical needs that necessitate a Care Plan. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment; contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Head teacher is contacted immediately. Key staff members use walkie-talkies to contact the main switchboard if necessary. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.

A Defibrillator is based in the main reception area. All staff members have received training in how to use this. The majority of staff and pupils are trained to deliver CPR in an emergency situation.

The school has a counsellor who is based on site. In addition to offering 1:1 appointments for a variety of emotional needs, she also offers group sessions on relaxation techniques prior to statutory examinations.

There are regular visits from the school nurse who has drop in sessions during lunchtime. In addition to this our pupils benefit from the services of a number of external professionals including: Speech and Language services, CAMHS workers, YOT workers, Educational Psychology Service, Action North West workers, Young Addaction, Young People's Services, and the local PCSO.

## **7. Communication with Parents, Pupils, Governors and other stakeholders.**

### **7a. How are parents involved in the school?**

The School website provides contact emails for staff and general school telephone number for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact are given on the website. At the transition meeting for newcomers to the school key staff members are introduced to parents and pupils.

We have an open door policy. Parents can come without appointment to school at any time (within safeguarding constraints) but are encouraged to make an appointment if they wish to speak with a particular member of staff. E-mail communication is also used extensively between the SEND team and parents. Meetings can be arranged outside of school hours to accommodate for the work commitments of parents.

Interim assessment information is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.

Feedback is actively pursued by report slips, school planners, and questionnaires. The SEND parent forums, (Summer Term), provide opportunities for feedback and partnership working. Ofsted Parent view is also available for parents to complete. School practice is informed and adjusted in the light of feedback as appropriate. There is parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.

Parents are able to access advice evenings to support them in ensuring their children are kept safe on the internet, understand how to access information about their child's progress, and learn how to support revision and home based learning.

Complaints from parents of pupils with special educational needs concerning the provision made at the school should initially be directed to the SENDCo. Should they remain unresolved the head teacher should be contacted. In the rare instance that a complaint is still not resolved parents can use the complaints procedure outlined on the school website.

### **7b. How do we involve other stakeholders?**

Staff appointments often involve a pupil panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.

The school has an active pupil voice. There are form representatives on the pupil council which meet regularly and inform school improvement. The Junior Leadership Team comprising the Head Girl and Boy as well as Heads of House is highly visible and actively influences decision making with pupil voice in mind. Pupils are invited to attend meetings for example with the Governing Body at appropriate times. Pupils with additional needs are actively encouraged to make their views known in the pupil's feedback in Annual Reviews.

The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.

The SEND link governor is Mrs M Neale.

#### **External Links**

A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute. Pupils are given support filling out forms as necessary.

We work in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans. Our progress managers liaise with the Travel Unit on behalf of parents and the pupil as required. We fully support the work of Parent Partnership.

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The external support

agencies accessed by Wellfield High School include (this is not an exhaustive list):

The SENDO and Local Authority SEND Team  
Specialist Teachers and Educational Psychologists  
The Child and Mental Health Service (CAMHS)  
The School Nurse  
Ethnic Minority Service  
Speech and Language Service  
Occupational Therapy  
Physiotherapy  
The Parent Partnership  
Young Peoples Services

### **7c. What Help and Support is available for the Family?**

Support completing paperwork is available according to requirement.

The work of agencies such as YPS, Pupil Access and CAMH's is fully supported by school. We will support families as much as possible in accessing advice from external services with issues presenting outside of school and in the home. We have close liaison with many agencies and always provide school advice as quickly as possible.

The pastoral managers coordinate individualised support as dictated by the particular circumstances and issues experienced by individual families. Where families require support related directly to a learning barrier the SEND team support as much as possible using a graduated response and will refer to external agencies / support self-referrals as appropriate.

School holds information evenings for general advice on a range of topics. More bespoke support is arranged for individual families according to need. The Senior Leadership Team and SENDCo hold regular drop in sessions. The Head Teacher and SENDCo have an open door policy.

## **8. Transition from Primary School and School Leavers**

**How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life.**

See previous detail on transition and review contained within sections 2 and 4 of this report. Our SEND policy, (also available on the website gives additional

detail).

Every effort is made to liaise fully with all schools in the transfer of pupils ensuring that full information is obtained and the most effective learning programmes can be established for pupils with SEND. A designated member of the team visits feeder primary schools and attends annual reviews for Year 6 pupils when invited. Careful consideration and meetings take place to identify the needs of the individual and provide accordingly.

The Head of Year 7 visits all feeder schools during transition and offers M.O.T.H.S., (Moving on to high school); a programme of transition which takes place in primary schools and is delivered by the Head of Year 7.

Additional contact days are made available for Year 6 pupils to come and experience working in our school. Pupils identified as likely to benefit from more frequent visits are given additional mornings or afternoons with the Assistant SENDCo.

School maintains positive working relationships with other establishments including Runshaw and Preston's College and our feeder primary schools. Parents are consulted on transition arrangements and invited to YPS interviews. The SENCO works closely with the YPS service to facilitate successful and constructive post 16 transitions for our pupils. YPS and local colleges attend Y9 and Y11 transition reviews for those pupils with a statement or EHCP. Additional visits and careers advice are arranged for pupils with SEND.

## **9. Extra-Curricular Activity**

### **How will my child be included in activities outside the school classroom including school trips?**

Wellfield High School offers a wide variety of extra-curricular activity. We aim to provide opportunities for all pupils to develop their interests, character, resilience, social skills, and widen their prospects and future ambitions.

Clubs and activities include, (this is not an exhaustive list):

Puzzle and games club

STEM clubs

Debate club, library access, and poetry competitions

ECO club

Gardening Club

Homework, and homework help clubs

Girls club

Extensive sporting provision  
Inter form and the Rugby Academy  
AGT visits to local colleges and universities  
Subject specific visits and trips  
Music / dance competitions and Art exhibitions  
Learning support social and relaxation time  
The Duke of Edinburgh Award Scheme  
Trips to Brecon Beacons, France and Spain  
Various fund raising activities  
The house system  
Pupil Voice  
Reward trips  
Presentation Evenings

We aim to provide opportunities for self-development for all our pupils and actively encourage all pupils to fully engage with our 'ICAN' philosophy.

Reasonable adjustment is made by all staff to ensure all our pupils, (including those with SEND), can access and enjoy the full range of extra-curricular activity. Some initiatives are designed with SEND pupils individual needs in mind and aim to offer personal growth at a bespoke level.

All activities are fully risk assessed with the safety and wellbeing of individual pupils and the group as a whole in mind. Some trips, rewards, and activities are also earned by pupils based upon conduct, attitude and effort. In view of this there may be rare occasions where participation in activities is reviewed on an individual basis.