

SEND Information Report

September 2024



Windsor High School and Sixth Form

SENCo:	Mr D Campbell-Roberts	Date: September 2024
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Note for parents and carers:

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our SEND page on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Windsor High School and Sixth Form is a fully inclusive school. We provide support for students with needs in all four categories of SEN, as outlined in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The following is a non-exhaustive list of needs our school provides support for:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

All staff are trained to support students with additional needs to ensure that they can achieve their academic and personal potential. The school also has a large team of inclusion staff members who work closely with our students. The 'Staff List' on the school website contains full details of the Inclusion Team.

Assistant Headteacher (Inclusion) and SENCo

Our Assistant Headteacher for Inclusion and SENCO is Mr D Campbell-Roberts.

Mr Campbell-Roberts is a qualified teacher and holds the National Award in Special Educational Needs Co-ordination (NASENCo) from the University of Wolverhampton. He also holds the Postgraduate Award for Proficiency in Assessing for Access Arrangements (PAPAA).

Mr Campbell-Roberts has extensive experience as a SENCo and as a lead teacher for Autism within a specialist provision.

Assistant SENCO

Our assistant SENCO is Miss L Kempson.

Miss Kempson has had extensive training in a wide range of additional needs, including ASD and works closely to support the SENCo in the running of the provision offered at Windsor High School and Sixth Form.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Additional Training is sourced where appropriate, and recent training includes the use of Emotion Coaching. We are a Trauma Informed School.

Teaching assistants (TAs)

We have a large team of TAs, who are trained to deliver SEN provision. All staff within the Inclusion Team receive extensive training related to their roles to enable them to best support our students. Our TAs are trained to deliver interventions such as:

- Toe by Toe
- Phonics Intervention
- Zones of Regulation
- Emotion Coaching

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Learning Support Service
- Autism Outreach
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Speech and language therapists

3. What should I do if I think my child has SEN?

If you believe that your child may need support from the Inclusion Team, you should contact your child's form tutor in the first instance. If necessary, a meeting can be held to discuss concerns in order to plan next steps.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's Form Tutor.

They will pass the message on to our SENCO, Mr Campbell-Roberts, who will be in touch to discuss your concerns.

You can also contact the SENCO directly, via reception.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include, for example, difficulties in reading, writing or interacting with peers.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the student in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress through our data reporting systems. You will also meet with subject teachers at parents evening, and there will be opportunities to meet with the SEND team at various points throughout the year, for example during our Coffee Mornings.

The SENCo attends all parents' evenings.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

7. How will my child be involved in decisions made about their education?

Student voice is central to the work that we do, and it is a regular part of our practice. We complete a 'termly check-in' process that ensures we review each student's 'Pupil Passport', ensuring staff have the information they need to support the student. The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the students in their class.

High-quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting elements of our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as accessibility features on iPads, coloured overlays, visual timetables, larger font, etc.
- Elements of class-based support for students with Education, Health and Care Plans (EHCPs) for whom this is outlined in their provision.

We may also provide a variety of different targeted interventions, should the need be identified following our graduated response to SEND. Interventions may include (list not exhaustive):

- Toe by Toe
- Read Write Interventions
- Phonics Intervention
- IDL
- Zones of Regulation
- Precision Teaching

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using student questionnaires
- Monitoring and quality assurance by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside students who don't have SEND?

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips throughout the year.

All students are encouraged to take part in the wider activities of the school community to maximise their personal potential.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Windsor High School and Sixth Form welcomes students with additional needs, and we are a fully inclusive school. As outlined in our Admissions Policy, students with an Education, Health and Care Plan are admitted to the Academy as per the procedure detailed in the Code of Practice:

- Following parental communication, the relevant Local Authority will consult with the school
- The SEN team will review the plan and provide a response within 15 calendar days.
- The response will thoughtfully consider the extent to which the provision outlined in Section F can be provided, including with the securing of additional funding

- If directed by the Local Authority or named on an EHCP, the Academy will welcome the child or young person into the school, and make best endeavours to meet their needs
- The school ensures that in our appeals process, students with additional needs are not viewed less favourable than their peers. Details of our appeals process can be found in our Admissions Policy, which is published on the school's website.

13. How does the school support pupils with disabilities?

At Windsor High School, we take seriously our obligations under the Equality Act (2010), and we ensure that students with disabilities are not at an inherent disadvantage. This includes both physical and cognitive/intellectual disabilities.

The school will secure the necessary provision/auxiliary aids to ensure full access to all areas of school life.

We also make necessary reasonable adjustments to our policies and practices to promote full inclusivity. This includes, for example, adaptations to the behaviour policy, to ensure that students with disabilities are not treated less favourable than their peers.

Our Accessibility Plan outlines in further detail the adaptations made to the School to ensure inclusivity, including changes to the physical environment and measures taken to ensure full access to the school's curriculum.

14. How will the school support my child's mental health and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the Student Senate.
- We provide extra pastoral support for listening to the views of pupils with SEN by ensuring all students have a trusted adult and a link Teaching Assistant.
- We run a break/lunch club for students who need extra support with social or emotional development during unstructured times.
- Extensive work with external agencies, including CAMHS, Inclusion Support and Educational Psychology
- A commitment to Emotion Coaching and Restorative Practice as a way to promote relationships and work collaboratively to overcome emotional challenges.
- Access to Sixth Form peer mentors
- Access, where appropriate, to mentoring or wider social, emotional and mental health work
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Windsor High School and Sixth Form, we work hard to ensure that students transitioning into new year groups/Key Stages have the necessary support to manage this transition effectively and confidently.

Between years

To help students with SEND be prepared for a new school year we:

- Ensure that Heads of House are consistent (where possible), and that Pastoral Managers remain consistent.

- Make use of the Learning Support and Pupil Passport system to ensure that new staff are fully informed of student needs.
- Use whole-staff briefings to ensure that students with complex needs are well supported, and that staff understand the most effective ways of communication with, or supporting them.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

During transition days, members of the Inclusion Team support in each class to ensure that needs are monitored, and students have a trusted adult present. Student needs are shared with staff prior to their arrival to ensure a settled start.

Students may be invited to Summer School to support with their transition to secondary school.

We ensure that Year 7s have an early parents evening to discuss how well they have settled. The SENCO is available during this time to meet with each parent/carer of a young person with additional needs.

Onto adulthood (for secondary schools)

We provide all our students with appropriate advice on paths into work or further education.

We work with the students to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We work closely with Connexions and all students with an identified SEND need will meet with the Connexions team to formulate a plan for their future.

For students with EHCPs, 'preparing for adulthood' targets are set from Year 9 onwards. Students with complex needs will take part in additional interventions during Key Stage 4 to develop the necessary skills to thrive. For example, they may receive additional support in writing applications and preparing for interviews.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs K Hannan, Deputy Head, will work with Mr D Campbell-Roberts, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Information on the disagreement resolution and mediation services for Dudley can be found here:

<https://dudleyci.co.uk/mediation-and-tribunal>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Dudley's local offer. Dudley publishes information about the local offer on their website:

<https://www.dudley.gov.uk/residents/dudleys-local-offer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

Parent Carer Forums are grant funded to enable the voice of families of children and young people with Special Educational Needs and Disabilities (SEND) to be heard in the local area.

Dudley Parent Carer Forum became a fully independent forum in Dec 2020 and have been working hard in the local area since. More information can be found on their website:

<https://www.dudleyparentcarerforum.co.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages