**The SEN Information Report**

**How the school identifies young people with special educational needs**

We work closely with feeder primary schools and ensure we receive all necessary information on levels, targets, and support requirements of each pupil. The Transition Managers then meets with feeder primary inclusion managers and / or teacher before the students start at Wrotham. We also run a transition group which allows us to get to know the students and identify any areas of concern at an early stage.

Students complete a number of standardised tests during their taster days prior to starting at Wrotham which give us a greater insight into their learning needs. These tests are cognitive ability tests, such as; reading and spelling tests and a numeracy test. The taster days along with Primary School data provide an opportunity for observations of student behaviour to aid identification on needs.

Students are monitored throughout their school career by teachers and our support staff. Any concerns are flagged up and dealt with very quickly. In addition we use the following tools to identify young people with SEN:

• Annual whole school reading and comprehension tests

• Parental comments

• Students support / behavioural records

• Classroom observations

• Teacher assessment data to monitor progress

• Medical or other outside agency reports

• Exam access testing in Key Stage 4

• Dyslexia / Dyscalculia screeners

• Kent Mainstream Core Standards

**Admissions procedures**

Wrotham School is an inclusive mainstream school which recognises the rights of all students to be educated in the provision which best caters for their specific needs. As part of this we recognise parental and student choice in the admissions procedures and welcome discussions regarding how reasonable adjustments can be made to the schools provision as part of the Equality Act 2010.

**The approach to teaching pupils with SEN**

Quality teaching in the classroom supports all SEN students. Differentiated work enables all students to make progress. Student’s progress and attainment is tracked and monitored by the SEN department using teacher assessment and classroom observation data. When necessary additional interventions are employed to reduce barriers to learning and support students educational needs. These take the form of both in-class and out of class intervention both with small groups or individuals working closely with a specialist Teaching Assistant for a focused period of time with clear progress objectives. Where relevant we seek specialist teacher and other outside agency support.

**Steps taken to ensure SEN students are treated as favourably as other students.**

Each SEN Support student is supported by the SEN and pastoral teams and teaching staff throughout their time at Wrotham School.

Students are grouped according to their areas of strength or development needs in some subjects (English and maths) upon starting at Wrotham and for particular students, rather than studying a second language, they receive an additional English and maths lesson each week. This allows us to tailor the learning experiences in key subjects to the particular needs of students.

Students are supported by Specialist TAs who provide a tailored programme in literacy and numeracy and differentiate class work according to students' individual needs. In some cases students will have 1:1 or small group support sessions, for example withdrawal from a subject such as modern foreign languages or PE.

**Accessibility**

The site team is vigilant in making sure the site is safe for all users including those with disabilities such as visual impairment. We have disabled toilets and lift a lift in the newer building. We routinely complete accessibility audits and adapt to the needs to the students on role.

**How adaptions are made to the curriculum**

In addition to differentiation (eg work sheets and writing frames), the use of pre-teaching using word banks and in class support; the curriculum is adapted to help over-come the barriers to learning that the SEN students may experience. The year 7 timetable has been adapted to provide additional English and maths lessons for those students who need extra input. Alternative provision may be available at KS4 to assist post 16 progression.

**The expertise and training of staff to support pupils with SEN including how specialist expertise will be secured**

Specific SEN training is focused upon specific needs. These are identified through a High Frequency SEN review and a Staff audit. Training of all staff is conducted both in house and using outside agencies. All support staff attend training to develop their skills and knowledge of their specific area of SEN responsibility. New teachers receive school specific SEN training from the SENCO or Assistant SENCO. Refresher training sessions for all staff are conducted throughout the year.

**How pupils with SEN are enabled to engage in activities available to pupils who do not have SEN**

Classes are streamed according to attainment levels which assist differentiation of activities. SEN student engagement is enabled through further differentiation of resources, teacher support, activities, writing frames etc. Teaching Assistants are employed to assist students to make progress and over-come their barriers to learning and encourage the confidence within the classroom setting. SEN students who show an interest in participating in extra-curricular activities such as school performances and sporting events are encouraged and supported by the staff.

**Support for improving social and emotional development**

The SEN department works closely with the most vulnerable students during unstructured times of the day. A small social development club meets daily to develop self-esteem and confidence as well as friendship skills. The school counsellor is available for students with emotional or mental health issues. Learning Mentors work with disengaged boys whose behavioural choices are having an impact upon their education and social well-being or are in danger of exclusion. Student support and local specialist schools also assist in this area of development.

Wrotham School’s behaviour and bullying policies provide clear expectations and consequences. We expect all parents to sign the home school agreement to recognise these expectations.

**Primary School transition**

We have close connections with our feeder primary schools. Students begin visiting Wrotham from the start of Year 6 for a variety of activities such as sport, music and drama performances. In this way they become familiar with the school.

More specific work with primary schools begins in terms 5 and 6 of Year 6. Our Transition team gather information from primary schools at this time, then meet the primary inclusion managers to discuss students in more depth. This is followed by a Year 6 presentation / information event with parents.

During term 6 we hold two transition days and where transition is of a particular concern, we invite students and parents around the school for a tour with a year 7 pupil. Although limited in availability, we also invite vulnerable students to visit the school at an additional time in order to develop friendship groups and get to know the site and those they will be working with.

**Post 16 pathways**

In terms of Post 16 education and training, we have a dedicated TA who supports the move onto further education by organising visits to local colleges, supporting students and parents with applications and any queries they have. We also work closely with youth support agencies such as Targeted Youth Workers to support those for whom Post 16 transition is a daunting prospect.

**Relevant Legislation**

Wrotham School abides by:

* Section 69(2) of the Children and Families Act 2014
* Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
* The ‘Special educational needs and disability code of practice: 0 to 25 years’
* The Equality Act 2010

**Communication with parents and carers**

At Wrotham we enjoy very close links with parents and carers. There are a number of opportunities through the year for parents to talk to staff. In addition, reports in the form of data captures and more in-depth subject reports are sent home to parents. Parents and carers are welcome to phone or email staff at any time with any concerns.

**How the school involves other bodies**

The SENCO and Assistant SENCO lead in engaging relevant outside agency support. This may be via LIFT, Early Help or other specialist agencies as well as through direct contact.

**Contact details**

You can contact our SENCO (Keir Williams) or Assistant SENCO (Allison Saunders) or any other staff by telephone or email at your convenience, and we will do our best to answer any further queries you may have directly. Contact details can be found on the main contact page of the school website.

**Arrangements for handling complaints**

In the event of a complaint please contact Mr Keir Williams, SENCO or Mr Michael Cater, Head Teacher.