

## SEND Annual Information Report – July 2023

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Dedicated time weekly:

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Name of SEND Governor: Margaret Bell

School Offer link: <https://www.wrothamschool.com/information/sen/>

### **Whole School Approach to Teaching and Learning:**

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, adaptive and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to Teaching and Learning Policy

### **Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children/young people that require support to catch up by regular analysis of in-house data
- Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEN/D register.
- Referrals/advice from external agencies and facilitating support as needed (e.g. speech and language therapy)

### **How we identify children/young people that need additional or different provision:**

- Class teacher refers to SENCO for concerns relating to SEND
- Ongoing curriculum assessments
- Tracking progress using data
- Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young

people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

**How we listened to the views of children/young people and their parents:**

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Assess, Plan, Do, Review meetings Face-to-Face or Virtually	Pupils on School Record of Need	As necessary
Questionnaires	All pupils and parents	Annually
General SEND Meetings	Individual pupils	Ongoing
EHCP review meetings	Individual pupils	Three times per year.

**The Assess, Plan, Do, Review Cycle:**

For children/young people on our SEN/D register an Assess, Plan, Do, Review cycle was established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need can be seen in our school offer.

During the 2022/23 academic year, we had 119 young people receiving SEN Support and 13 young people with Education, Health and Care Plans.

We monitored the quality of SEND provision by having a robust observation system to ensure quality first teaching for all students, monitoring and tracking academic progress, monitoring and tracking the outcomes from targeted interventions.

**Support Staff Deployment:**

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 : 1 Provision
- Small group intervention
- Exam invigilation for students with access arrangements e.g. readers/sanctuary

We monitored the quality and impact of this support by monitoring student progress both in class and in interventions.

**Distribution of Funds for SEND:**

SEND funding was allocated in the following ways:

- Support staff
- External Services (see School Offer)
- Teaching and Learning resources
- Well-Being Provision
- Staff training

- Catch Up Intervention

### **Continuing Development of Staff Skills:**

This is a summary of SEND related CPD that has been undertaken this year. This does not reflect all of the CPD undertaken by staff. Wrotham School operates bespoke CPD programmes so staff are able to pursue areas of development that are beneficial to them rather than a prescriptive programme.

Individuals' CPD this year:

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Role of Staff undertaking CPD</u></b>	<b><u>Training Received from</u></b>
Understanding Metacognition	Intervention mentor/Teaching assistants	Educational Psychologist
SLCN training	Teaching assistant	Grange Park Specialist Provision
Lego Therapy	Teaching assistant	Grange Park Specialist Provision
Speech Language and Communication Needs training	Teaching assistant	Elklan
SEN Training	ECTs	ECT Provider

Whole Staff / Group Training (INSET)

<b><u>Area of Knowledge/Skill</u></b>	<b><u>Roles of Staff undertaking CPD</u></b>	<b><u>Training Received from</u></b>
ADHD	All staff	Educational Psychologist
FASD	Targeted teaching staff	StarJumpz Occupational Therapy
Haemophilia	All staff	NHS
Stammering awareness	Targeted teaching staff	SaLT
High Quality Classroom Practice, SEND – Teaching Strategies and character and personal development	All teachers and support staff	SENCO
SEND Update	All staff	SENCO

We monitored the impact of this training by lesson observations with a focus on SEND, tracking and monitoring the progress made at interventions and staff evaluations.

### **Partnerships with other schools and how we manage transitions:**

We have worked with a number of schools in the area in the following ways:

- Kent Inclusion Programme provided the opportunity to work with Hillview School and The Knole School

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- We have worked with The Malling School as part of the National Award for SEN Coordination (being undertaken by the SENCO)
- We have worked with Five Acre Wood in Maidstone and had a LEAF audit completed to assess our provision.

91% of children with SEND in year 11 have successfully transitioned to their post-16 provision.

Children transitioning from Key Stage 2 to Key Stage 3 who require additional support completed additional transition work with STLS. The SEND team also conducted transition meetings with primary school SENCOs and where necessary attended annual reviews prior to the transition.

Young people making decisions about their Key Stage 4 subjects have been supported by engaging in option 'taster' lessons, attending an options evening, engaging in assemblies and progress time activities relating to their options. Students with EHCPs have also had explicit conversations about their options and independent living as part of the annual review process.

#### **Ongoing development:**

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan.

#### **Our complaints procedure:**

Anyone wishing to make a complaint with regard to SEN support and provision should follow the school complaints procedure.

This year we received...complaints with regard to SEN support and provision.

#### **Other relevant information and documents:**

The Designated Safeguarding Leads in our school are: Mr M. Cater, Mrs L. Abbott, Mrs A., Sanders

The Designated Teacher for Children in Care in our school is Mrs S. Hann.

The Local Authority's Offer can be found at <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our Accessibility Plan can be found on our website  
[https://www.wrothamschool.com/statutory\\_docs/accessibility-policy-2020/](https://www.wrothamschool.com/statutory_docs/accessibility-policy-2020/)

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.



The Governing Body approved this SEND Information Report on n...

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