

# **Wadham School Offer**

**Updated by SC, EC, JN July 2021**

We are a learning community in which all young people are supported and encouraged to achieve their potential. We are as proud of the students whose overall progress is more gradual and supported as we are of those who achieve the highest grades in public examinations. Our curriculum provides for all equally.

Wadham values all partnerships that enable us to ensure our students are able to benefit to the full from their time in school. The most important of these is with parents. We believe that together we can help our young people make the most of their learning and prepare them for the demands of an ever-changing world.

At Wadham School we empower our young people to be independent in thought, confident in developing their skills and knowledge, committed to the wellbeing of others, sensitive to and tolerant of difference and to have a sense of their own worth. The guidance and support of dedicated teachers and support staff helps them to be the best they can be.

## **Special Education Needs+ – Mission Statement**

At Wadham School, our aim is to enable each student, whatever their challenges, to access an appropriate curriculum so that they can reach their full potential and enhance their self-esteem, wherever the starting point.

We aim to stimulate and maintain in our students curiosity, interest and enjoyment in their own education and to personalise the provision for each student to meet their individual needs.

We will identify needs, assess and provide the most effective support for individual students, involving staff, parents and students in the assessment and understanding of the need. We will encourage students to discover their own learning style and therefore take some responsibility for their education. Teaching staff will be encouraged to use a variety of approaches to learning.

## **Removing Barriers to Learning: The key principles underpinning the Code of Practice.**

**To remove barriers to learning, we will:**

1. Identify young people's needs.
2. Provide high quality teaching and support to meet the needs of young people with SEN.
3. Involve young people and their parents in decision making with a Person-Centred Planning approach, providing greater choice and control for young people and parents over their support.
4. Ensure every teacher is a teacher of every pupil. SEN is a whole school responsibility, requiring a whole school response.
5. Collaborate with Education, Health and Social Care services to provide support.
6. Prepare young people for adulthood, including independent living and employment.

## Definition of SEN support

A young person is categorised as SEN Support if they have significant needs that are additional to and different from those of their peers.

These are our areas of Special Educational Need.

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Mental and Emotional Health.
4. Sensory and/or Physical.



## ***How does the school identify Additional Needs?***

Prior to entry at Wadham, all students are assessed in the following areas: Literacy, Cognitive Ability Tests (CATs). Social, Mental and Emotional Health assessment may be appropriate for some.

The identification of SEN and Additional Needs is built into the overall approach to monitoring the progress and development of all pupils here at Wadham.

Our Graduated Response: Once SEN is identified, four types of action are taken to put effective support in place.

- **ASSESS**
- **PLAN**
- **DO**
- **REVIEW**

## ***What are the different types of support available for young people with Additional Needs/SEN at Wadham?***

	Ensures that...
<b>WAVE 1 (In class support) High Quality Provision</b>	<ul style="list-style-type: none"><li>• Every teacher has the highest possible expectations for every individual student.</li><li>• Every teacher will differentiate learning to enable all students to make progress and reach their full potential.</li><li>• Every teacher will be regularly trained in strategies to deal with individual needs.</li></ul>
<b>WAVE 2 Small group learning Specialist programmes</b>	<ul style="list-style-type: none"><li>• Can involve outside agencies</li></ul>
<b>WAVE 3 Personalised programmes</b>	<ul style="list-style-type: none"><li>• Wave 3 provisions – learning and Social, Mental and Emotional (1:1)</li><li>• Alternative provision</li><li>• In class support</li><li>• Curriculum support</li></ul>

## ***How will I know about my child's progress and any concerns and how will you help me to support them?***

- Regular parental contact
- Regular reviews
- Parents/carers meetings
- Reporting system
- Tracking and target data analysis
- Signposting to support/strategies
- Learning Passport updates for those on the SEN Register.

## ***What is the Pastoral, Medical and Social support available for young people with SEN and disabilities?***

### Pastoral and SMEH

Wadham is a caring community and all staff here are responsible for our students' wellbeing. This includes the classroom Teacher, Tutors, Student Support Staff, Support Staff and the Directors of Learning.

Our provision includes:

- ❖ PSHE and Tutorial programmes.
- ❖ Learning Support Unit (The Bridge).
- ❖ Outside agencies including the School Nurse.
- ❖ Opportunities for trips for all students, regardless of financial barriers, to enhance their social and pastoral development.
- ❖ Support for students who have English as an Additional Language to aid communication.

### Medical

Our provision includes:

- ❖ Fully accessible school.
- ❖ Fully equipped physiotherapy room.
- ❖ Key staff have regularly updated, relevant medical training.
- ❖ Systems are in place for administering, storing and monitoring prescribed medication.
- ❖ The auditory and visual environment is monitored by County.

## ***How will the school support transition?***

Transition to Wadham	Transition from Wadham
<ul style="list-style-type: none"><li>• Attending reviews with SEN/Additional needs young people.</li><li>• Visiting key young people in middle schools</li><li>• Whole school transition plan in place, overseen by Senior Leadership Team</li><li>• Induction days/evenings.</li><li>• Additional visits for students with specific needs.</li></ul>	<ul style="list-style-type: none"><li>• College visits.</li><li>• Mock interviews.</li><li>• Work Experience.</li><li>• Transition meetings.</li><li>• Personal, Social &amp; Health Education (PSHE) and Tutorial programme.</li><li>• Life Skills for key students.</li><li>• Outside agency support for key students.</li><li>• Careers meetings.</li><li>• Support with college interviews.</li></ul>