



Special Educational Need (SEN) Information Report

This document provides important information on how Wyvern College supports students with SEN, it will be updated annually.

Next review date: November 2023

The Head of Learning Support is Mrs Zoe Weaver Inclusion Officer (INCO), Miss Gemma Healey SEN Leader, Mrs Kim Bennett SEN Leader.

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This document has been produced under the requirement of the SEN Information Regulations, under section 69 (3)(a) of The Children and Families Act 2014, and the development of the Hampshire County Council Local Offer

<p>1. What kind of special educational needs provision is provided at Wyvern College?</p>	<p>Wyvern College is a mainstream school which strives to provide the best learning opportunities for all children so they can reach their full potential. The school, including the trustees (governing body), recognise that all children are individuals who each have different learning needs. Our focus is always on the best possible outcomes and high expectations of all students from whatever starting point at which the child joins us, and even before they join us, where possible. The College works hard to ensure that all students move forward with a person-centred approach, creating a blend of the right support and an appropriate level of challenge. Wyvern does not have a specific SEND team; every member of staff is part of the SEND team. We currently have students with a variety of SEND in all of the 4 key areas: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.</p>
<p>2. How does the school know if children need extra help and what do I do if I think my child has special educational needs?</p>	<ul style="list-style-type: none"> • The majority of students needs are met in the classroom under first quality teaching. We take into account a wide variety of factors before putting any student on the SEND register. • Subject teachers continually monitor and assess all students, including their welfare, and will raise concerns about progress or learning with parents, curriculum leaders and pastoral leaders who will liaise with the SEN Leaders and INCO. • Each year group’s Pastoral Team, including the Pastoral Leader, Pastoral Assistant and the child’s Form Tutor follow your child through the school and are well-placed to identify and respond to emerging special needs. The pastoral team can then refer any concerns to the learning support department. • Parents/carers are informed if their child is to be placed on one of our SEN interventions.

- If you have any worries or concerns about your child regarding SEN please contact the LS team. We want to work as a team with parents/ carers to support all students.
- Parents can email lslineamangers@wyvern.hants.sch.uk with information about your child, and Mrs Kim Bennett, Mrs Gemma Healey or Mrs Zoe Weaver will then make arrangements so they can discuss with the relevant person.
- If you are worried about individual subject areas, please contact the subject teacher.
- The school has a SEND Policy for the provision for children with SEN which is available from the school website: <https://www.wyverncollege.org.uk/parents/special-educational-needs/> , located under Parents -Curriculum - Special Educational Needs.
- We liaise and work closely with our feeder schools: Fair Oak; Stoke Park; Durley and Upham during times of transfer. We liaise with other schools, where students are transitioning to Wyvern, as appropriate.
- We follow the new SEND Code of Practice 2015 in how we assess and provide for children with SEND. Full details can be found in the SEND Policy on the Wyvern website.
- All teachers read about additional needs of students in the internal, secure section on our SIMs database. We call this our 'classplans' and it includes all the reasonable adjustments and key information to help teachers meet a students needs.
- Assessment of students learning may include a range of diagnostic tools.
- Miss Nicky Brawn is our exam access assessor and at KS4 she will assess any students who may need any specific exam access arrangements.
- Liaison with external agencies and health professionals is sought if appropriate.

3. How will both you and I know how my child is doing and how will you assist me to support my child's learning?

- All students should make at least expected progress in line with their peers. If students do not make expected progress in a specific -subject, then the subject department will plan a period of intervention. The progress of all students, in all subjects, is reported to parents in line with the school policies.
- The review of progress for students on the SEND register is not in isolation. Progress of students on the SEND register is monitored across the curriculum and is in line with whole school monitoring and reporting systems. In addition, data such as whole school literacy testing, exam access arrangement assessments, reports from outside agencies, reports from teachers and key staff are taken into consideration.
- Trustees (Governors') Committees, notably the Curriculum & Standards Committee and the Care, Guidance & Support Committee have bespoke responsibilities for monitoring provision for, and attainment and progress of SEND students.
- Students with Educational, Health, and Care Plans: the provision is detailed in the plan. Parents/carers and students contributions are actively sought.
- Through monitoring, observing, and assessing a child's needs, staff work with the INCO and SEN Leaders to put in place appropriate support and provision.
- Progress is shared with parents through assessment data updates, which are available to parents via the SIMS Learning Gateway, regularly throughout the year. Parent consultations are held annually with subject teachers.
- The college operates a system where the student's tutor is the first port of call for general communication. Subject teachers can be contacted if there are concerns or questions about provision in that subject. The INCO is always happy to meet with parents for more specialist advice and guidance and here appointments can be made through Miss Laura Simpson at l.simpson@wyvern.hants.sch.uk or call 02380 603224.
- Parents are encouraged to discuss any concerns regarding progress or wellbeing with their child's Form Tutor in the first instance. For further support or information, the Pastoral Assistant for your child's year can be consulted.
- If a child has a more complex SEND need, they will have an Education, Health Care Plan (EHCP), in place, which means a formal meeting will be held at least annually to discuss progress towards outcomes and a written report will be produced.

<p>4. How will the school staff support my child?</p>	<ul style="list-style-type: none"> • The trustees (governors) agree priorities for spending within the SEND budget with the overall aim that all students receive the appropriate support they need in order to make progress. • Every teacher is responsible and accountable for the progress and development of all students in their classes even where students access support from Teaching Assistants or specialist staff. Subject teachers are required to provide an inclusive environment with first quality teaching, class plans and learning opportunities differentiated for individual students. • Any student who has difficulty within a subject will be monitored by the subject teacher, who will undertake regular assessments and track progress. • Regular communication takes place between the subject teachers, TAs, INCO, SEN Leaders, parents and students to ensure good progress. • All students on the SEN register have information on 'classplans' in SIMS: this is written to summarise any SEND, reasonable adjustments and interventions. • The classplan sets out strategies to help your child progress in mainstream classes and is shared with teachers and staff working with your child. • Your child will review their class plan information annually through a structured interview with a key worker (usually a TA from that year group team). It is an opportunity to discuss their learning needs and any barriers to learning. Keyworkers act as an advocate on your child's behalf and update the classplan. • The class teacher will share learning objectives and outcomes with the TA and direct them to work in a way which ensures all students become independent learners. Teachers will not use TAs as an informal teaching resource for low-attaining students.
<p>5. How will the curriculum at the school be matched to my child's needs?</p>	<ul style="list-style-type: none"> • All staff have a part to play in ensuring that students with SEND are not disadvantaged in their access to learning.

	<ul style="list-style-type: none"> • Quality First Teaching within mainstream lessons is the most important factor in helping students with SEND reach their full potential. Subject teachers are fully involved in delivering an appropriate curriculum, that provides: <ul style="list-style-type: none"> ❖ high quality teaching, differentiated for individual students through suitable teaching materials ❖ effective teaching strategies ❖ active use of class plans ❖ a supportive learning environment • Targeted TA support is available in some lessons to support students to become independent learners. Students on the SEN register will always remain the responsibility of the class teacher regardless of need. • There is specialised Literacy support for students not making progress in Year 7 and 8, this will be determined by the Transition Curriculum Leader, Mrs Natasha Spencer, in consultation with the INCO Mrs Zoe Weaver and Literacy Intervention Assistant Mrs Jayne Harder. Department interventions will be assessed, and next steps discussed. • Students who require specialist numeracy support are identified at the beginning of year 7 by the Maths department and put on the numeracy ambassador’s intervention during year 7. • Students are regularly assessed to ensure expected progress is made and that the intervention meets the individual needs of the student.
<p>6. How is the decision made about what type of, and how much, support my child will receive?</p>	<ul style="list-style-type: none"> • Teachers are at the forefront of identifying needs and next steps for students. Where a student is not making adequate progress, teachers will take action to support them efficiently by removing barriers to learning and support will take the form of a four-part cycle: called the graduated approach: Access, Plan, Do and Review, with the teacher working alongside the Curriculum Leader, Pastoral Leader, INCO, SEN Leaders, parents and student. Where a student fails to achieve adequate progress, despite having had access to a differentiated programme and effective teaching strategies over 2 terms. This will be evidenced in class plans and shared with the INCO and SEN Leaders. If, to make progress the student requires something that is ‘different from or additional to’ other students then your child to move onto the SEN register under SEN Support.

	<ul style="list-style-type: none"> • In addition to the curriculum, Learning Support programmes will be implemented where appropriate. All interventions are structured: they demonstrate progression and are time limited. • Teaching assistants are deployed as appropriate to meet student needs. • Advice from external agencies will be utilised in planning support and identifying outcomes. • During your child's time at Wyvern, teachers will request Access Arrangements if they see your child requires support in lessons, they will then be tested by the specialist assessor (Miss N Brawn) to see whether they are entitled to have support in classroom assessments and exams. This is known as Access Arrangements: for example, your child may qualify for a reader or extra time. This is applied for in KS4 and follows the JCQ regulations, advice and guidelines.
<p>7. What activities are available for children with SEN in addition to those available as part of the school's curriculum?</p>	<ul style="list-style-type: none"> • Opportunities for learning outside of the classroom are highly valued. Wyvern College believes all children should be able to participate in these experiences wherever possible. • Prior to trips and visits, staff complete risk assessments which consider the needs of children with SEN, making changes and modifications where necessary. • If additional support or arrangements are required, we will meet with parents to discuss further. • We aim to ensure that all children, including those with SEND, have the chance to participate in extra-curricular school clubs. • Homework club is available for all students 4 nights a week. It is supported by two members of LS staff. This takes place Monday - Thursday 3- 3.45pm.
<p>8. What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> • The social and emotional wellbeing of our students is a high priority and is highly valued and we have worked to develop and maintain a strong community ethos. • Religious and Personal Studies (RPS) provides the opportunity for children to discuss issues such as self-esteem, relationships, friendships, team-work and negative experiences such as bullying. • We have a rigorous tutor programme to support students in their well-being, and understanding of PRIDE expectations.

	<ul style="list-style-type: none"> • Wyvern has a caring pastoral system; this includes the Pastoral Leader for each Year Group, the Pastoral Assistant and the Tutors who oversee the welfare of students from Years 7 to 11. • Wyvern also has other specialist support staff who work in conjunction with the pastoral teams. • Specialist Support includes a Family Support Worker - Mrs Sue Foster and a Well-being Advisor- Miss Angie Gott. Assistant Head Teacher Jennie Firth, along with Mrs Sue Foster and Miss Angie Gott discuss students raised by the Pastoral team at the Wyvern Hub, and the most appropriate support will be discussed and actioned. • Liaison with outside agencies, health and social care professionals can be sought where appropriate. • Please refer to our Mental Health and Well- Being Policy and Supporting Students at School with Medical Conditions Policy on the school website.
<p>9. The name and contact details of the INCO (Inclusion Co-Ordinator) and SEN Leaders.</p>	<ul style="list-style-type: none"> • The INCO for Wyvern is Mrs Zoe Weaver she can be contacted on: z.weaver@wyvern.hants.sch.uk • The SEN Leaders, Miss Gemma Healey, and Mrs Kim Bennett can be contacted on • g.healey@wyvern.hants.sch.uk - Tel: 02380 603 242 • k.bennett@wyvern.hants.sch.uk - Tel: 02380 603 220
<p>10. What training is provided for staff supporting children and young people?</p>	<ul style="list-style-type: none"> • Wyvern has regular training sessions on SEND to support all Wyvern staff. For new staff there are SEND information meetings, which are part of the staff induction process. • We have close links with a range of outside agencies which may offer advice and specific guidance to our school and to families. Referrals may be made to these services where children meet the criteria. Agencies include: <ul style="list-style-type: none"> ○ Educational psychologist ○ Therapists for speech and language, physiotherapy and occupational therapy ○ Specialist advisory teachers for hearing impairment, visual impairments and physical difficulties ○ Health services including school nurse and CAMHS ○ Medical advice such as paediatricians or clinical psychologists ○ Social care

	<ul style="list-style-type: none"> ○ Outreach services ○ Other agencies ● Our INCO and SEND Leaders oversee provision within the school and provides training for teachers and teaching assistants. ● The training provided, reflects the needs of the staff and the students we work with. ● On Wednesday mornings we provide SEND briefings on a cycle for the teaching staff. This year we are planning on focusing these of a particular year group and differentiation techniques.
<p>11. How accessible is the school (indoors and outside)?</p>	<ul style="list-style-type: none"> ● Wyvern College is a large campus with buildings of differing ages and varying levels of accessibility. The main building is positioned over three floors. There is wheelchair access to the ground floor only. There is no lift. There is a disabled toilet and disabled parking bays. The Learning Support base is on the first floor with no lift. Library and ICT block is the only block with a lift and it is spread over two floors. The Library has an <i>Evac</i> chair in case of emergency evacuation. Reasonable adjustments have been made to improve accessibility. ● Additional resources are available and may be used to support individual students.
<p>12. How are parent carers and children involved in the school? How can I get involved and who can I contact for further information?</p>	<ul style="list-style-type: none"> ● Wyvern prides itself on the relationships it has with parents and it is always our aim to work as closely as possible with parents / carers and to involve them in making decisions about the best ways to meet the needs of their child. ● Additional opportunities for parents/carers to discuss their child's progress and wellbeing can be made at any time. These can be requested by the parent/carer or may also be arranged by the school to review targets or following advice from external agencies. ● Parents and students are invited to attend and contribute to review meetings. ● Formal planning around Education Health Care Plans will incorporate formal recording of parents and students' views. These may be recorded directly by the child or appropriate support will be put in place in order for their views to be shared and recorded.

<p>13. What steps should I take if I have a concern about the school's SEN provision?</p>	<ul style="list-style-type: none"> • The INCO and SEN Leaders should be the first point of contact if a parent has a concern of how the college are supporting their child's SEND. • A parent can also talk to the Pastoral Leader if they are worried. • Our SEN governor Mrs Karen Hercock is happy to be contacted via the school office with any further concerns. • Please refer to our complaints procedures if you deem this to be necessary. This can be found on our website and is policy number 30. Model complaints procedure (wyverncollege.org.uk)
<p>14. How will the school prepare and support my child to join the school, or to transfer to the next stage?</p>	<ul style="list-style-type: none"> • The College seeks to make transition to Wyvern a positive experience. All students in Year 6 are invited to an open evening in the autumn term and have a Taster Day in the second half of the summer term. EHCP students and key SEND support students can also have extra transition visits. The Pastoral Leader, INCO, Mrs Zoe Weaver, SEN Leader Miss Healey, and SEN Leader Kim Bennett, Transition Curriculum Leader, Mrs Natasha Spencer and a Year 7 TA visits your child's school during the summer term to liaise with staff and gather information. • If your child has an Education Health Care Plan and you are interested in your child coming to Wyvern, please ask your child's primary school to invite the Wyvern LS team to the year 5 and year 6 annual review. This is important as it builds the relationship between the parents/carers, child and Wyvern. Knowing in advance about your child's SEND means appropriate provision can be put in place for your child in advance and training can be put in place for staff, if necessary. • Visits to Wyvern are encouraged and during the Summer Term of Year 6 the LS and Pastoral team will also visit feeder schools. To try and get to know the students better key members of the pastoral and SEN staff visit feeder schools during their Year 6 residential trips. • Annual Reviews for students with EHCPs 11 are arranged at specific time in the autumn term. This allows key professionals to attend those reviews and plan for a successful transfer between Key Stage 4 to 5. We have a Career Advisor, Katie Bruce – ka.bruce@wyvern.hants.sch.uk at Wyvern who supports all students in their future

	<p>career aspirations, however, she works alongside Learning Support offering career appointments from Year 9 for our EHCP students.</p> <ul style="list-style-type: none"> • We endeavour to develop a person-centred planning approach to all transitions between schools and key stages, as always, the student and their family is at the heart of this process. We have strong links with receiving colleges and feeding schools. • To ensure that the student's next phase of education into adulthood is successful we take appropriate steps to prepare our students; this may include teaching assistants supporting on key transition visits.
<p>15. Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> • The SEND information included in this document is provided as part of the Local Authority's Local Offer. The website for Hampshire's Local Offer can be found at: Education and Childcare Family Information and Services Hub (hants.gov.uk)