

Wolverhampton Girls' High School

Annual Report to Governors

2023-24



Date: September 2023

SENDCo: Mrs M. Cox

SEND Governor: Mrs. A. Ward

Wolverhampton Girls' High School is a selective grammar school. We have a long and established history of providing outstanding education for girls for over 100 years. We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and support, tailored to meeting individual needs, leads to academic excellence. Students are highly motivated to learn, and personalised learning lies at the heart of our provision.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on the school website. In particular, it should be read alongside the school's SEND policy.

<p>The school makes provision for the following kinds of SEND</p>	<p>Our school currently provides additional to and/or different from provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction e.g., autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties; • Cognition and learning e.g., dyslexia, dyspraxia; • Social, emotional and mental health difficulties e.g., attention deficit hyperactivity disorder (ADHD); • Sensory and/or physical needs e.g., visual impairments, hearing impairments, processing difficulties, epilepsy; • Moderate/severe/profound and multiple learning difficulties and • Physical disabilities e.g., hypermobility, arthritis and any other physical impairments where a student requires alterations in class and for assessments due to their condition. <p>Students may have a learning difficulty or disability in more than one area and any student will be planned for as an individual according to their specific needs.</p>
<p>The school identifies and assesses SEND by:</p>	<p>The purpose of identification is to ensure that the school is supporting students in an appropriate and individualised manner. We believe it is important that students acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all our students with SEND by working in partnership with parents/carers and the students themselves.</p> <p>Early Identification:</p> <ul style="list-style-type: none"> • Regular assessment of all students is made in every subject from the beginning of Year 7, which allows subject and pastoral staff to identify those students making less than expected progress. • All staff are expected to identify students making less than expected progress in their subject area and be alert to any lack of progress in areas other than attainment, such as with wider development or social skills. Staff members are encouraged to discuss these concerns with the SENDCo as soon as they arise. • We recognise that parents/carers and the young person themselves are often in the best position to identify any difficulties, especially those which become evident as they develop. It is our policy to listen carefully to both students and parents/carers in order to address any concerns they may have. • As soon as any concerns are raised, the SENDCo will gather evidence from all members of staff concerned with the student, parents/carers

and the young person themselves. Careful evaluation of the evidence gathered will inform whether a formal assessment of the student should be made by an external professional and/or whether intervention designed to secure better progress is required.

- Students may be added to the 'Monitoring list' as they await a diagnosis/further investigation or evidence may be required in order to add a student to the SEND register. Support and intervention will still be given to these students via the creation of a SEND Passport.
- If a student has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary. They too will be monitored via a SEND Passport.
- Where students have a long-term additional need and do not need the level of intervention involved with a Personal Education Plan, SEND Passports are in place. These are a way of communicating with teachers any adaptations those students need in the classroom in order to access the curriculum successfully.

SEN Support: The Assess, Plan, Do and Review Cycle - A graduated response.

To ensure that SEND provision is as effective and purposeful as it can be, Wolverhampton Girls' High School will deploy its SEND provision using a 4-part graduated approach in line with the Code of Practice 2014.

Assess:

This 4-part graduated approach to identifying a student with SEND will allow the SENDCo to draw on substantial evidence to reach an informed decision and planning of resources.

Any assessment carried out by the SENDCo will be communicated with parents/carers and they will be invited to be involved in the process.

This evidence may include:

- School report data;
- Information from the students and parents/carers;
- Teacher observation and assessment;
- Standardised assessments carried out by the SENDCo / wellbeing officers or external providers and/or
- Profiling standardised information taken from computer programmes.

This will be used to paint a clear picture of the student's needs and inform the support and intervention to be put into place, including measures to be taken to support teaching and learning and any examination access arrangements.

At this stage more specialist advice may be gathered from outside agencies. The SENDCo will use recommendations made by professionals to inform the planning of resources for a student. Prior to any referral being made, parents/carers will be consulted and must give their permission for a referral to proceed.

The SENDCo will coordinate referrals to outside professionals where appropriate. Services which can be accessed via the SENDCo are as follows:

- Educational Psychology;
- Specialist Teacher;
- CAMHS;
- Speech and Language Therapy;
- Hearing Impairment Team;

- Visual Impairment Team and
- School nurse.

Accessibility to the above services is subject to their availability.

In some cases, professionals from the health or social services may be involved with the student. In these cases, the SENDCo will communicate directly with them and the parents/carers and incorporate their recommendations into the student's SEND provision.

Plan:

Using all of the information gathered in the assessment phase, the SENDCo will produce a Personal Education Plan. The Personal Education Plan will consider the intended outcomes for the student and provide targets, strategies and recommendations.

All Personal Education Plans are designed to bring a student-centred approach and will contain the following information:

- A student-centred profile detailing their interests, aspirations, strengths and challenges;
- A description of their individual needs;
- Strategies that must be followed by interested parties to help allow any barrier to learning to be overcome;
- Details with regard to current attendance rates, punctuality, academic progress, behaviour for learning and extra-curricular involvement;
- Start and review date;
- Target(s) appropriate to the individual's need(s) and
- Details of any support, interventions being put in place, including who it involves and when it is to take place.

Do:

At this stage, the support provided for the young person is implemented by all interested parties. Teaching staff will be supported by the SENDCo to ensure the provision is effective. Teaching staff are expected to implement all actions described in the Personal Education Plan, to record the progress made towards targets and be able to contribute to the review process upon request.

Teachers will be informed about any interventions that take place away from the main class.

Review:

At the agreed review date, the effectiveness of the measures implemented will be evaluated, in consultation with the parents/carers and the student themselves. The review will reassess the student's needs and any support required will be revised in the light of the expected outcomes detailed in the student passport. At this point a new cycle of provision may be started if the student's needs are ongoing or the SEND support may no longer be deemed necessary.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant additional needs, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers.

	<p>The application for an Education, Health and Care Plans will combine information from a variety of sources including:</p> <ul style="list-style-type: none"> • Parents/carers; • Teachers; • Educational Psychologist; • SENDCo; • Social Care and/or • Health professionals. <p>Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the Personal Education Plan. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan.</p> <p>Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.</p> <p>Further information about EHC Plans can be found by contacting Wolverhampton SENSTART Telephone: 01902 555961.</p> <p>Education, Health and Care Plans (EHC Plan)</p> <ol style="list-style-type: none"> 1. Following Statutory Assessment, an EHC Plan will be provided by Wolverhampton City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved developing and producing the plan. 2. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan, if it differs from their preferred choice. 3. SEND provision for a student with an EHC plan will be subject to an annual review, students with an EHCP will also be part of the termly review process with the SENDCo. The annual review meeting will usually be held in school in consultation with the local authority and all other interested parties.
<p>The school supports SEN in accordance with its policy framework which is set out at:</p>	<p>Website Letters - School Policies - All Documents (sharepoint.com)</p> <ul style="list-style-type: none"> • Special Educational Needs Policy • Social, emotional and Mental Health Policy • WGHS Equality Objectives and Equality policy • Safeguarding Policy • Managing students with medical needs • Accessibility Plan • Attendance Policy • Behaviour Policy • Curriculum Policy • Assessment, Homework and Reporting Policy <p>These policies and procedures set out the school’s approach to:</p> <ul style="list-style-type: none"> • Assessing and reviewing the progress of students with SEND; • Teaching students with SEND; • Adapting the curriculum and learning environment for students with SEND; • Making decisions on additional support in relation to students with SEND; • Ensuring inclusion of students with SEND with students without such needs across all school activities;

	<ul style="list-style-type: none"> Supporting the emotional, social and mental development of students with SEND and Evaluating the effectiveness of our provision for our students with SEND.
The school's SENDCO's details are:	Mrs M. Cox: mcox@wghs.org.uk
The school's staff have been trained and have expertise in the following areas:	<p>The SENDCo's role is to support all teachers/support staff in planning for students with SEND. Staff training takes place on a regular basis and is delivered to disseminate knowledge, strategies, and experience, to ensure consistency of the school's approach for students with additional needs.</p> <p>Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific students in their classes e.g., from Wolverhampton Outreach service, or medical/health training to support staff in implementing care plans.</p> <p>During the academic year 2022-23, staff received external training on adaptive teaching methods, with a specific focus on students with ASD and Dyslexia. Training was provided by Wolverhampton Outreach Service and the LA's Specialist Learning Support Team.</p>
The school will secure equipment and facilities for children with SEND by:	<p>The school budget includes money for supporting children with SEND.</p> <p>The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the students currently in the school.</p> <p>The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> The students receiving extra support already; The students requiring additional support and The students who have been identified as not making as much progress as would be expected and they will decide what resources/training and support is needed. <p>All resources/training and support are reviewed regularly, and changes made as needed.</p>
The school aims to involve the parents/carers and children with SEND in the education of the children and will do so by:	<p>We will have an early discussion with the students and their parents/carers when identifying whether they need special educational provision.</p> <p>These conversations will make sure that:</p> <ul style="list-style-type: none"> Everyone develops a good understanding of the student's areas of strength and any barriers to learning they may face; We consider parents/carers' wishes and invite their input to ensure that the student is at the centre of all arrangements made for them; Everyone understands the agreed outcomes sought for the student and Everyone is clear on what the next steps are. <p>Notes of these early discussions will be added to the student's record and only shared with teaching staff when relevant. Parents/carers will be formally notified when it is decided that a student will receive SEND support.</p>
Any concerns or complaints raised by a	If you have concerns about your child's progress, you should speak to your child's House Leader in the first instance.

<p>parent of a child with SEND will be dealt with by the academy by:</p>	<p>If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo.</p> <p>If you have a concern about the actions (or lack of actions) of a member of staff you should raise these concerns with the Headteacher.</p> <p>The school's complaints procedure can also be found here: Website Letters - Complaints Procedure.pdf - All Documents (sharepoint.com)</p>
<p>The school works with other agencies to support children with SEND and their families by:</p>	<p>The school liaises with the following external agencies in order to support students with SEND:</p> <ul style="list-style-type: none"> • Sensory Inclusion Service (visual/hearing impairment) • Speech and Language Therapy • Educational Psychologists • SCERTS - Specialists in Autism Spectrum Disorder and related disabilities • CAMHS • Dedicated school nurse • Learning Support Mentor • Occupational Therapists • School Counsellor
<p>The academy acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p>WOLVERHAMPTON LOCAL OFFER:</p> <p>What is the Local Offer?</p> <p>Through the Children and Families Bill, the Government requires all local authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special educational needs - a Local Offer. This can be found on the Wolverhampton City Council Website: Wolverhampton Local Offer Wolverhampton Information Network</p> <p>The local offer must include both local provision and provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible, including relevant regional or national specialist provision. As well as providing clear, comprehensive and accessible information about the support and opportunities that are available, the local offer should make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents/carers, and service providers in its development and review.</p> <p>Clause 30 of the Children and Families Bill gives details of the duty on local authorities to develop, publish and review their Local Offer.</p> <p>Further information for parents/carers:</p> <p>The Wolverhampton Information, Advice and Support Services provide information, advice and support for parents/carers of students with special educational needs and disabilities. It is a neutral and confidential service, which is available through the LA website:</p> <p>Home Wolverhampton Information, Advice & Support Service (wolvesiass.org)</p>
<p>The school works on transition arrangements for children</p>	<p>Transition from Year 6 to Year 7</p> <p>All children starting at the school in Year 7 are invited to attend a transition day(s) during the previous term. It provides an opportunity for our new starters to</p>

joining or leaving the school by:

meet their peers and some of the teaching and support staff who they will be working with when they start in Year 7.

The staff involved in the transition day are briefed by pastoral staff to ensure those students with SEND are supported on the day. The SENDCo also (wherever practical) visits the students in their primary schools to answer any questions they may have and to speak to the students' Year 6 class teacher and/or SENDCo. All information the school receives about an incoming student's additional needs are disseminated by the SENDCo to the relevant pastoral and teaching staff so that, as a school, we can ensure our new starters' additional needs are met as soon as they arrive in September.

During the first half term, the pastoral team holds an information session for parents/carers, during which they introduce themselves, the school's form tutors and disseminate information about procedures and systems within the school. This is also an opportunity for parents/carers to ask questions and pass on relevant information about their child. Children and young people who have been identified as having SEND will have an opportunity to meet with the SENDCo during this event, if they have not already done so.

At times, it may be appropriate to provide peer awareness training for other students in the same year group, form or class in order to support a student with SEND. This is offered with the consent of the student and their parents/carers and is handled with sensitivity to ensure a balance is met between offering information, giving support and maintaining confidentiality.

Transition to Further Education

Students transferring to a further education establishment are supported in the following ways:

- Through the sixth form enrichment programme. The curriculum is planned to provide guidance on careers or future educational options, making applications or writing a CV, financial education and having a healthy body and mind.
- By encouraging independent study skills. Students with SEND are encouraged to make choices about their additional needs which are sustainable during their future careers, e.g., using technology to support writing or note taking, making use of VESPA techniques, utilising study skills learned during ELEVATE workshops.
- By ensuring all documentation held by the school in support of access arrangements is provided to the student during the application process and when they leave the setting.