

Weatherhead High School

Parent/Carer Information Guide



SEND Department

What is the SEND Code of Practice?

Weatherhead High School is guided by the SEND Code of Practice, a national document which all schools must refer to when making decisions relating to pupils with Special Educational Needs (SEN) or disabilities. This helps to ensure that children have access to a similar system of support, whichever school they attend.



What are Special Educational Needs?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

The Code of Practice says:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of SEN need.

| Cognition and Learning | Communication and Interaction Needs | Social, Emotional and/or Mental Needs | Sensory and/or Physical Needs |
|--|---|---|---|
| <ul style="list-style-type: none"> • Specific Learning difficulty (SPLD) e.g. Dyslexia, Dyscalculia • Moderate Learning difficulties (MLD) • Severe Learning difficulties (SLD) • Profound and Multiple Learning Difficulty (PMLD) | <ul style="list-style-type: none"> • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) | <ul style="list-style-type: none"> • Depression • Attention Deficit Hyperactivity Disorder (ADHD) • Eating Disorder • Anxiety Disorders • Mental Health Issues • Social Disorders | <ul style="list-style-type: none"> • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD) |

These difficulties can be barriers to learning and a child may have needs that fall into one or more of these categories. Children who need extra help with their learning may receive additional support under one of the following categories:

- SEN support
- An EHC plan

Behavioural difficulties do not necessarily mean that a child has SEN and should not automatically lead to a pupil being registered as having SEN.

Similarly, a child having a disability does not necessarily mean they have SEN and should not automatically be registered as having SEN.



What are Weatherhead's values and expectations with regard to pupils with SEND needs?

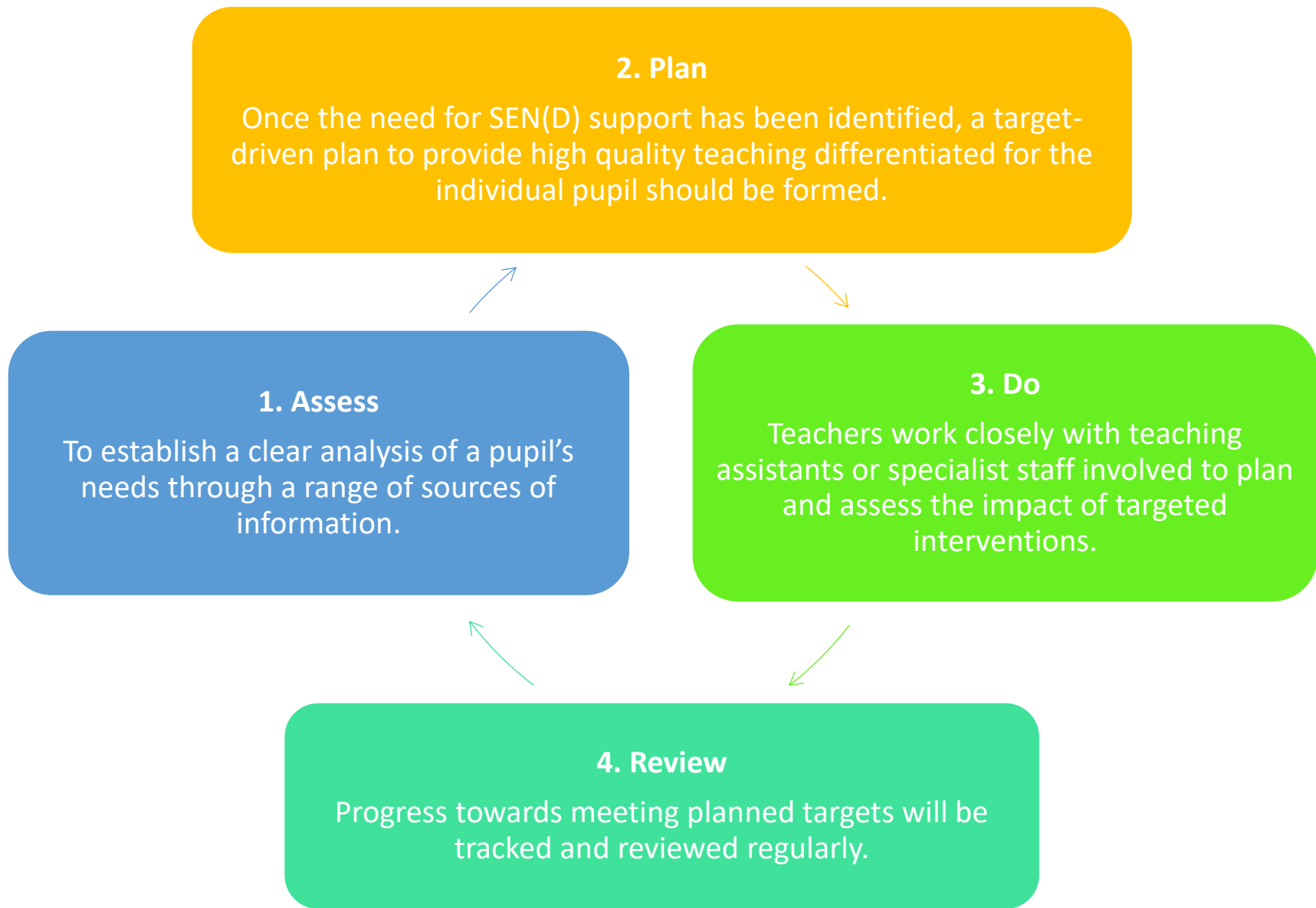
At Weatherhead High School, there is a shared expectation that responsibility for the provision of pupils with SEND is an integral part of our whole school provision and all pupils, regardless of their specific needs, should be offered inclusive, high quality teaching, which will enable them to make the best possible progress and feel that they are valued members of the wider school community.

What does Weatherhead do to support students?

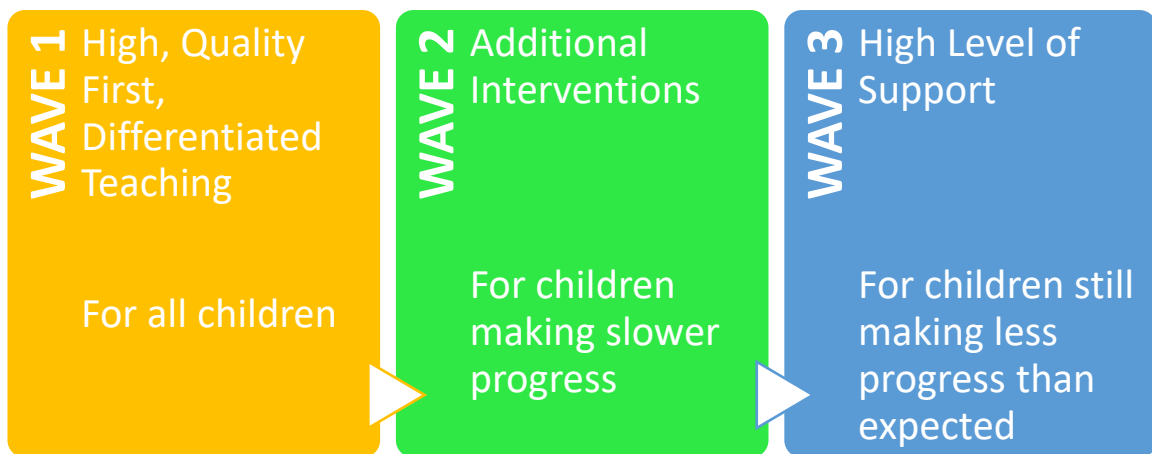
As a school, we assess all children to identify their strengths and needs and how they can best be supported. All children learn and develop in different ways and their needs may change over time. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn.

This is called High Quality Teaching and is something schools must provide for all children.

At Weatherhead High School, support is offered in a graduated response approach, taking the form of a four-part cycle, assess – plan – do – review. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This differentiation may involve modifying learning objectives, teaching styles and access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress the class teacher will make a referral to the SENCO who may carry out assessments and observations and then suggest next steps and additional ways in which the child can be supported.



What does the 'graduated response' look like?



- **All children** (Wave 1) may receive support in class through work, which matches the way they learn.
- **Some children** (Wave 2) will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress. They will be placed on the school's SEND support register.
- **Few children** (Wave 3) may benefit from support and advice from other sources and specialists.
- **A very small number of children (Wave 3)** will have exceptional long term and complex needs and will require an Education Health Care Plan (EHCP).

What is SEN support?

If your child is identified with a special need, they will be placed on our school's SEN support register. Before this happens, parents/carers, with a member of the SEN team, will discuss your child's strengths, needs and proposed targets. Support will then be put in place.

At Weatherhead, to support SEN children, we look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers.

SEN support might include:

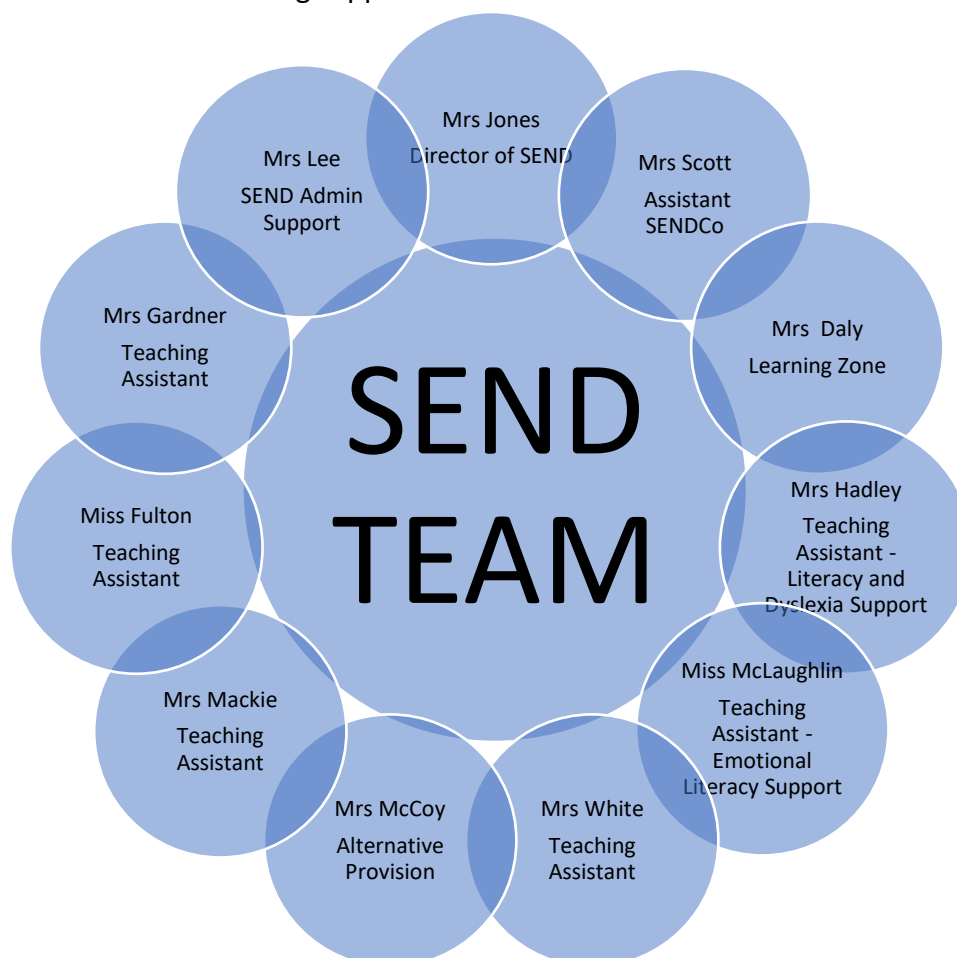
- Extra help in the classroom
- Adapting and utilising different teaching styles and resources
- Adapting resources to ensure they are accessible
- Small group or one-to-one learning – both within the class and as interventions
- Support from specialists such as speech and language therapists

Progress towards the targets set is monitored closely and adjustments to provision is made as and when needed.

Who supports my child with the SEN?

Every member of the school team is responsible for supporting children with SEN

Key members of the SEN learning support team are:



Who may become involved with my child from outside of school?

Experts from external agencies may be asked to assess your child's needs if, despite the support put into place, their progress is slow and they continue to have difficulties. These assessments are generally focused on giving the school and parents additional advice on the best way to support your child, rather than on giving a 'diagnosis'. The SENCO will ask for your permission to seek additional advice from external specialists such as health professionals, specialist teachers or an educational psychologist who would:

- Carry out further assessment of your child's needs
- Observe your child
- Provide advice to the school on how best to support your child
- Suggest resources that would help your child to make progress



Parents will be contacted to discuss the outcome of these assessments.

Does the school get individualised funding for my child's SEN needs?

Unless a child has either an EHC plan or High Needs Funding, the school does not receive specific funding for individuals. Rather, part of the school's budget is for supporting pupils with special educational needs and disabilities. The amount each school receives is based on the number and age of pupils attending; this is known as 'per pupil entitlement.' An additional Notional SEND budget provides funding to offer extra support to pupils with additional needs, including those with SEND. The value of funding each school receives varies and is informed by a set of government indicators. A child with an EHC plan is allocated a set amount of 'top up funding' and this is used to give the provision outlined in their individual plan.

What are EHC plans?

If your child's needs are very complex and long-term the school may ask the Local Education Authority (LEA), in collaboration with you as the parent or carer, to carry out an education, health and care needs assessment. This is only appropriate for a very small number of pupils. Schools can make this request when they have undertaken a number of cycles of support. Parents can also make their own request for an assessment directly to Wirral Local Authority. If the Local Authority agrees that an assessment needs to take place, it should be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHC) plan. This EHC plan brings all of your child's education, health and social care needs into one legal document.

A child with an EHC plan will have annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC targets, an early review will be held.

Will my child receive support in their exams?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access arrangements are not always required for students with a Special Educational Need.

Advice from Inclusion Consultants will be considered and access arrangements for exams may be granted through an application to JCQ. This application will be completed by the SENCO and Exams Officer based on the evidence from class teachers, inclusion consultant and medical evidence. There must be a **history of need** to support the application. The most recent guidance for access arrangements can be found on the JCQ website. These arrangements are valid for 26 months and therefore Weatherhead will apply for these arrangements **once students are in KS4**. It is not common to have student concerns after this point unless students arrive late in their secondary education at Weatherhead. Possible arrangements include:

- Supervised rest breaks
- 25% extra time

- Computer reader/reader
- Read aloud and/or the use of an examination reading pen
- Scribe/Speech recognition technology
- Word processor
- Prompter
- Bilingual translation dictionaries with 10% extra time

Who do I talk to at Weatherhead?

We always recommend that you speak to your child's Year Leader first. If needed, they will signpost you to the SEN team. If you need to speak to a member of the school's SEND team, please contact the school office.

How can I help my child?

Research shows that children who make the greatest progress are those whose parents support the work carried out at school by:

- Making sure school knows about any major changes in your family or worries you may have.
- Encouraging your child with reading, spelling and home learning.
- Continual encouragement and praise.
- Attending all meetings such as parents' evenings and arranged meetings with the SENCO if you have concerns.



We will achieve the best results for your child if we work together!

Where can I go for more information?

Click on the options below to access:

[See Wirral's Local Offer](#)



[See our website](#)



[Contact the school](#)



[Government SEND Code of Practice](#)



[Government SEND Guide for Parents & Carers](#)

