

Wright Robinson College's SEND Information – updated September 2014



Wright Robinson College is an inclusive college, with a diverse student population. Students with a wide range of special educational needs are successful at Wright Robinson, and most are included in mainstream education, with varying degrees of support. Students with special educational needs or disability (SEN(D)) are well supported through the curriculum, pastoral and inclusion teams. Policies and procedures are in place to ensure they feel happy, safe and secure and benefit from teaching, support and pastoral care that enables them to reach their potential.

Questions	Answers
<p>How does school know if my child needs extra help?</p>	<p>HOY can refer through half termly pastoral surgeries if concerns over social, emotional or mental health. We use baseline data such as CATS tests to look at the cognitive ability of students and we use data to monitor and track student progress and use this to flag up concerns. HOF can refer students who are struggling despite wave 1 intervention to the Inclusion team through the referral process. Parent voice at parent's evenings to raise concerns over any area of need. Your input is invaluable – if your child is struggling contact the SENCO. Also, if your child has any outside agency support for learning, social & emotional, mental health please make sure the SENCO knows so we can support appropriately in school.</p>
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Contact the school's SENCo (Mrs Carol Cooper) or assistant SENCo (Miss Paula Medley)</p>
<p>How will I know how school supports my child?</p>	<p>If your child is on the SEN register you will be notified in writing. You will also be kept informed on the planned support that is in place for your child. You will have the opportunity to offer your opinion on the support that is being put into place.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>At Wright Robinson College we set students by ability for core subjects, so that quality first teaching can be targeted at the age and ability range for the class. The remainder of classes are mixed ability and the teacher will differentiate according to the information in the Inclusion Booklet and on your child's pupil passport (if they have one). The inclusion booklets and pupil passports provide information for teaching staff on the areas of strengths and development of students on the SEN register. Staff use this to plan and to support their differentiation</p>
<p>How will I know how my child is doing?</p>	<p>You will be kept informed of your child's progress through annual parent's evenings and your child's annual report. If your child receives intervention you will be kept informed of their progress as a result of this also. In the meantime, should you require any further information about your child's progress; you can contact the Academic Mentor for the Year Group or the SENCo.</p>
<p>How will you help me to</p>	<p>As a school we will offer SEND drop in surgeries once a term giving you the opportunity to come into school and liaise with the SENCO, Assistant SENCo and Assistant Headteacher Inclusion about any worries, or concerns you have. If you do not have any it's a still a good opportunity to</p>

support my child's learning?	<p>come along and meet other parents.</p> <p>If your child has an education and health care plan you will be invited into a termly meeting where next steps for all involved in your child's learning will be agreed.</p> <p>We will guide you towards relevant publications, websites and outside agencies that can support you and highlight where you can find the Local Offer for the area you live in.</p>
What support will there be for my child's overall well-being?	<p>We offer support for all students who have an additional learning need. Alongside in class support and intervention groups we offer nurture forms, lunch clubs and referrals to the reintegration room for 1:1 or small group work.</p> <p>We have a volunteer counsellor who delivers group work based around the needs at that time. Referrals to these groups are through the pastoral team.</p> <p>We offer a school based counsellor and will liaise with you about other outside agencies that can support you or your child.</p> <p>We will highlight when we feel that a CAMHs referral is appropriate and can do these through the school based nurse with parental consent.</p>
What specialist services and expertise are available at or accessed by the school?	<p>As a school we buy in the support of a dyslexia and behaviour specialist 3 ½ days a week, she focuses on small group intervention for students who have SpLD. She also trains LSAs to deliver interventions in support of this work.</p> <p>We receive outreach support from Mellands and The Grange around students who have ASD.</p>
What training are the staff supporting children and young people with SEND had or are having?	<p>All teaching staff at Wright Robinson College have undergone graduate teacher training and subsequence CPD.</p> <p>All support staff receive appropriate training and CPD based around the current needs of the young people they are working with.</p>
How will my child be included in activities outside the classroom, including school trips?	<p>We offer all trips and activities on an equal opportunities basis.</p>
How accessible is the school environment?	<p>The school although large is accessible. For students who have a disability that hinders their ability to move around the school a lift key is available upon request.</p>
How will the school prepare and support my child when joining school or transferring to a new school or post-16 provision?	<p>We have a transition co-ordinator Miss Larner who visits all our main feeder schools to ensure that we are prepared for the new intake of Year 7s every year. All students are invited to attend a 3 day Graduation package to support transition in July.</p> <p>The SENCO and Assistant SENCo visit main feeder primary schools and those primary schools who identify students with SEN(D) to discuss transition of students and tailor an appropriate package for individual students who need more support for transition.</p> <p>In year 10 and Year 11 all students receive a 1:1 interview with our school based careers advisor Mrs Pugh. Students who have SEN(D) will have a package of careers information, advice and guidance based around their need and the options available to them post 16. If appropriate college transition visits are arranged.</p>
How are the school's	<p>The school receives two allocations of funding in order to meet its responsibilities for special educational needs provision:</p> <ol style="list-style-type: none"> 1. The first allocation is targeted at pupils with Statements of SEN/ an Education and Health Care Plan; each pupil receives a band of

<p>resources allocated and matched to children’s special educational needs?</p>	<p>funding according to their needs and provision as set out in their statement. This is usually in the form of direct support to the pupil within the mainstream classroom or the delivery of intervention programmes in small groups.</p> <p>2. The second allocation of funding is based on the number of pupils on free school meals within the school and on the attainment levels of pupils transferring from primary schools. This funding is primarily used to provide specialist staff to manage pupil support across the school</p> <p>In addition to this specific funding, the school also uses part of the overall annual budget to fund its whole school approach to SEN. This funding maintains smaller teaching class sizes and the purchase of specific additional resources, as and when required.</p> <p>This funding maintains the INCLUSION team and goes towards the provision of the SENCO, Assistant SENCO, reintegration LSA, intervention LSA and the remainder of the LSA team. Funding is also used to provide the specialist spld support, access if appropriate to an educational psychologist and the school based counsellor.</p> <p>If additional resources are required over and above the resource allocation we can apply for a resource agreement from the Local Authority to support with this.</p>
<p>How is the decision made about how much/what support my child will receive?</p>	<p>The decision about how much and what support your child requires will be made by the SENCO with information from class teachers, Heads of Departments and the Pastoral Team.</p> <p>You will be invited to have your input into the intervention; this will be through surgeries, parent’s evenings, meetings, letter and phone calls.</p> <p>If your child has a statement or an Education and Health Care plan, you will be invited into a termly meeting in which support, interventions and next steps will be discussed.</p>
<p>How will I be involved in discussions about and planning for my child’s education?</p>	<p>If your child has a statement or an Education and Health Care plan you will be invited into a termly meeting about the progress of your child and planning for the future.</p> <p>If your child is on the SEN register you will be invited to the termly SEN surgeries, invited to meet with the SENCO on parent’s evenings and kept informed of plans for intervention through phone calls, letters and meetings.</p>
<p>Who can I contact for further information?</p>	<p>If you require any further information, please do not hesitate to contact the SENCo Mrs Carol Cooper, or the Assistant SENCo Miss Paula Medley.</p> <p>Contact the Information, Advice and Support (IAS) Manchester on: 0161 2098256 (between 10am and 3pm) or via email: parents@manchester.gov.uk.</p> <p>Contact the Tameside Special Educational Needs and Disability (SEND) Information, Advice and Support (IAS) Service – SENDIASS on: 0161 342 3383 Or via the website - http://www.tameside.gov.uk/sen/parentpartnership</p> <p>Monday/Tuesday/Wednesday: 8.30am - 5.00pm and Thursday: 8.30am - 4.30pm and Friday: 8.30am - 4.00pm</p> <p>Link to the Manchester LA Local Offer</p> <p>Link to the Tameside LA Local Offer</p>