

Our Offer – how the school knows if children need extra help and what you should do if you think your child may have special educational needs

How the school identifies children with special educational needs

Information about your child is shared with The Whitby High, (with parental permission), by the primary school your child attends. Some of this information is shared in Annual Reviews, some in transition visits and some by database information.

Sometimes this happens in year 6 and sometimes it is earlier. Parents often make contact with us themselves to discuss a child's needs

Outside agencies such as speech and language services, educational psychologist services and others will also inform us, with parental permissions, of issues we need to be aware of.

Transition planning with the primary school and with you the parents is very useful to help us understand your child before they formally start with us and we do all we can to encourage this dialogue.

Data including Sats testing and other information is also scrutinised to make sure we do not miss difficulties. The NFER tests undertaken in year 7 by our new cohort also give us information that we hope to use in a diagnostic way.

Individual pupils who may require additional support will be assessed by a specialist teacher on a range of standardised tests and results will be used to draw up IEPs. (Individual Education Plans). Parents are requested to inform us about issues we may be unaware of to help us produce effective IEPs. Not every child will require an IEP.

We are an inclusive school that welcomes the opportunity to offer all students the support they need to succeed. However, if after consultation with all necessary bodies we feel that we will be unable to serve your child in the best possible way we will help you to explore alternative provision.

How you will be able to raise any concerns you may have and who you contact in the first instance

Please raise concerns through the learning support department or through the pastoral house system. (Learning support email addresses can be found at the end of this document).

How school staff will support your child

The support offered to your child will be tailored to their individual needs. The subject teachers will offer good quality teaching and differentiation. Information about your child will be shared with staff through the SEN Register and through an IEP where this is needed.

The learning support department provides a range of support including:

- **Successmaker:** a room which is the base for much of the department's work. It is open before school and after school to provide a gentler way into school in the mornings, after school help with homework and the chance to leave school after the main exit of large numbers of students.
- **The quiet room:** a base where pupils who need a chance to recover from stress can work in a very sheltered place for short periods.
- **Sanctuary:** where a bio feed back program is being trialled.
- **Quiet support** is also available if required in the lunch hall

- A number of classrooms are used to allow relocation of subject lessons to the ground floor to accommodate the classes which include pupils with mobility issues.
- Speech and Language issues will be dealt with in liaison with the Speech and Language service and specialist teaching assistants. Interventions can be one-to-one or in small groups referred to as Talk Team.

Autistic Spectrum Condition/social communication problems

- A number of resources and interventions are available including some one-to-one work on social skills and small group work called Talk Team. A small girl group is developing.
- Teaching assistants work in some mainstream classes to support identified pupils. Each pupil with a high level of need is allocated one teaching assistant to be a key worker who will check up on day-to-day issues and liaise with home. The key worker may, or may not, support in lessons. We do not like pupils becoming too dependent on one member of staff.
- Teaching assistants also deliver interventions on dyspraxia, on gross and fine motor issues and handwriting.
- We liaise with the hearing impaired service specialist teacher and Mrs Mensah, one of our teaching assistants, keeps a close eye on the issues arising from wearing hearing aids and hearing in different environments.
- A similar service has been used in the past for pupils with visual impairments.

How the curriculum is matched to your child's needs

Differentiation according to pupil needs is built into The Whitby High School's provision for all pupils. IEPs will identify person specific differentiation.

We use Fresh Start Literacy as a major intervention for those who require help with reading, spelling and composition in year 7. The Renaissance reading scheme is also in use across the school.

How will both the school and yourself know how your child is doing and how will we help you to support your child's learning

You will have reports sent home including routine grade assessments. School plots individual pupil progress through SISRA. Individual teachers will contact you if there are issues within curriculum subjects.

How we will measure the progress of your child in school

Your child will be given targets based on intake evidence and earlier progress. Our reporting to you will often be based on these targets. We will also attempt to make sure your child is happy and settled at school.

What support we will give you as a parent of a child with a Special Educational Needs

The Whitby High School has developed informal links with parents through meetings and a short course developed to help share experiences. We also try to invite parents to attend outside courses together. We have coffee mornings for parents so they can meet the learning support staff to help develop a close working relationship with the adults directly involved with supporting your child

What support there will be for your child's overall well-being

Support is available throughout the day. We attempt to know how children are progressing emotionally, socially and academically. A range of extra-curricular activities are available and all children are welcomed to them.

Specialist services, experiences, training and support that are available at, or accessed by, the school

At The Whitby High School we work with many additional bodies as required and the list below shows only the main organisations we work with:

- Educational Psychology Service,
- Speech and language service,
- Autism team
- CAMHS – mental health service for children and young people
- Hearing Impaired services
- Community paediatrician

Training and qualifications the staff supporting children and young people with SEND have received:

- Mrs Dowling - BA Hons, PGCE and a post graduate diploma in Special Education in the Mainstream School
- Mr Davies - BSc and is undertaking the national Senco training
- Miss Royle - the lead Teaching Assistant has the HLTA and Elklan qualifications
- Mr Hurst - BSc and is also qualified to do Irlens assessments
- A variety of courses and training are made available to all TAs and departmental staff both as refreshers and to extend their knowledge and capacity.

How your child will be included in activities outside the classroom - including school trips

Teaching assistants can accompany children if necessary. Our SEN pupils take part in a wide range of activities. Only if a risk assessment indicates a specific problem that cannot be overcome will a child not be allowed to take part.

Accessibility of the school environment

The school has a large and extensive campus with teaching taking place on up to three floors. Sadly we do not have lifts so lessons for groups which include pupils with mobility issues are relocated to the ground floor wherever possible. Our Food Technology cannot yet be relocated in this way. Each of our buildings has classrooms identified for this purpose and we are hoping to undertake more developments in this area subject to funding.

How the school will prepare and support your child to join the school, transfer to a new school or to the next stage of education and life

We work closely with our local primary schools to aid transition. We run a Junior High school where primary pupils can come to after school classes at The Whitby High School taught by our own teachers. This is a real help with familiarising pupils with the school.

Examples of interventions, equipment, resources that school may allocate to match children's special educational needs

We provide for identified pupils:

In class support, small group interventions, key workers to build links with home and help prevent problems, Hearing Impaired support, Irlens provision, breakfast club, specialist literacy interventions, and more

How decisions are made about what type of support and how much support your child/young person will receive

This is through developing the IEP and/or other discussions for an individual pupil

How parents are involved in the school and how you can become involved

We have a PTA as well as the many activities of the SEN Department

Who to contact for further information

Mrs Dowling or Mr Davies Learning Support Department should be your first point of contact by emailing either:

- senco@whitbyhighs.cheshire.sch.uk
- fdowling@whitbyhs.cheshire.sch.uk
- jsdavies@whitbyhs.cheshire.sch.uk

Alternatively you can telephone 0151 355 8445 and ask to speak to the SEN admin secretary, Mrs L Arathoon.