

## SEND Report

A large, light pink rectangular area containing the school's name in white text. The text is arranged in three lines: "North", "Walsham", and "High School" in a serif font. To the right of the text is a vertical bar with a yellow top section and a blue bottom section.

**North  
Walsham**  
*High School*

By:	Angela Waters
Version No:	1
Version Date:	June 2017
Documents:	5a. SEND Information Report 2017
Date Approved:	June 2017
Approved by:	NWHS Board of Governors
Date of Review:	July 2018

## North Walsham High School's Part of the Norfolk Local Offer for Learners with SEND

### Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and/or Disabilities. (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

The information published must be updated annually. Information about what Norfolk County Council can offer learners and families of learners with SEN can be found [here](#).

The required information is set out in the SEN regulations which can be found [here](#).

North Walsham High School employs a qualified Special Educational Needs Co-ordinator (SENDCo) to provide professional guidance to colleagues and work closely with staff, parents, pupils and other agencies in ensuring that pupils with SEND receive appropriate support and high quality teaching throughout their time at the school. The SENDCo is a qualified teacher who also has the National Award in Special Educational Needs Co-ordination awarded from the Institute of Education in London.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age

Or

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- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. Some may have language barriers, some may be absent from school, or have moved around many schools.

At North Walsham high School we are committed to ensuring that all learners have access to a broad and balanced curriculum and good learning opportunities. If there is a reason for a student not learning, we will set up a review, intervene, monitor cycle in consultation with parents/carers, the student and other agencies, if relevant.

Only learners that have significant difficulties in learning have Special Needs, those who need learning opportunities ‘additional to or different from’. Not all vulnerable students have SEND.

This information report has been produced with many members of our school community including parents/carers, students and staff.

We welcome your input into the review of our Information Report.

If you would like to contact us, our contact details are at the end of the report.

Thank you.

*Updated May 2017*

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<b>Decisions about whether a student has SEN</b>	
<p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<p>At North Walsham High School children are identified in a number of ways including the following:</p> <ul style="list-style-type: none"> <li>• data collection from the previous school or setting</li> <li>• Key Stage 2 assessment data</li> <li>• CATs data</li> <li>• Baseline assessments</li> <li>• conversations following parent concerns</li> <li>• conversations following staff concerns</li> <li>• current Progress Data monitoring</li> <li>• talking to other agencies, such as health</li> <li>• self-referral by student</li> <li>• identification through meetings with interested groups such as Children In Need</li> </ul>
<p>How is the decision made about individual support for pupils?</p>	<p>The decision is usually made between:</p> <ul style="list-style-type: none"> <li>• Student</li> <li>• SENDCo</li> <li>• Parents</li> <li>• Pastoral Staff</li> <li>• Teaching Staff</li> <li>• Teaching Assistants</li> </ul>

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	<ul style="list-style-type: none"><li>• Head Teacher</li><li>• Other concerned agencies</li></ul> <p>Parents and student will be involved and may be invited to attend meetings and will have reports and other paperwork to assist the decision making process.</p> <p>Advice will be given to concerned persons to support the child at home.</p>
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## Support for learning and wellbeing.

How does the school support pupils with special educational needs?

It is the ethos of the school to have high expectations and high standards for all students within the school. It is this ethos that ensures the maximum achievement for our pupils. This is made possible through the delivery of personalised learning within high quality lessons. Quality First Teaching is the aim of the school to provide an inclusive learning environment for all students.

With your input, the school will map out your child's needs and then identify an appropriate programme of support.

Suitably skilled staff can support by:

- working 1 to 1
- working with the child in small groups
- working with the subject teacher
- mentoring
- making pastoral support available

The staff includes teaching assistants, a pastoral team, intervention manager (behaviour), Assistant Head, SENDCO and outside agencies.

Parents and students can telephone or email the school through the office.

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	<p>The parents and students are able to discuss the needs with staff at parent evenings and through the students' planners.</p> <p>All SEND students will have contact with the SENDCo three times a year to discuss their progress. This could be a face to face meeting, an exchange of paperwork, a phone call or email contact, depending on the preference of the parent. This allows the school to monitor the effectiveness of any provisions currently in place for the student.</p> <p>The SEN Governor will meet termly with the SENDCo to pass on relevant (anonymous) information about our SEND provision and the impact it is having.</p> <p>At the end of the school year a questionnaire will be sent home to all SEND learners and their families.</p>
<p>How does the school help parents to support their child's learning?</p>	<p>We keep in touch through:</p> <ul style="list-style-type: none"> <li>• meetings held with all students and their parents, with invitations into school for SEND reviews, during which there is opportunity for checking student progress towards their outcomes.</li> <li>• reports and suggestions sent home throughout the year</li> <li>• children's information accessed from home through the school data system.</li> <li>• targets which can be shared with parents through the school data system and through Parents' Evening and reports.</li> <li>• 'Newsflash', our own newsletter, comes out each week and has information about what's going on in the school and how the students can be supported in school</li> </ul>

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	<ul style="list-style-type: none"> <li>• our website has lots of information about how students can be supported in school <a href="#">here</a></li> <li>• our Facebook and Twitter pages.</li> </ul>
<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p>	<p>The people who have most to do with the wellbeing of students are Form Tutors and Student Support Leaders.</p> <p>They do this by:</p> <ul style="list-style-type: none"> <li>• being assigned a house.</li> <li>• all students are part of a house and regular competitions and events are held throughout the year to encourage participation.</li> <li>• Having regular meetings with parents and daily contact with the student.</li> <li>• Talking to Key Stage staff about any concerns or causes for celebration and sharing these with the people who can help most.</li> </ul> <p>Each year group has a dedicated Director of Learning and Student Support Leader - The Learning Team, who are available to parents and children during school hours and via email. This is the first port of call. The year group Learning Team is responsible for the welfare of that year group.</p> <p>They monitor:</p> <ul style="list-style-type: none"> <li>• behaviour and put in place supportive measures to enable the learning of the students. In collaboration with the inclusion team they provide the support needed to help the student back into full time provision.</li> <li>• attendance, with a system of first day contact in place.</li> <li>• Wellbeing</li> </ul>

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	<p>They can also offer first aid. In school, we have a number of qualified first aiders.</p> <p>Intervention is available in house and through external agencies for a wide range of issues.</p> <p>Including:</p> <ul style="list-style-type: none"><li>• Interventions aimed at specific learning needs (e.g. dyslexia, dyscalculia, ASD, ADHD, etc.)</li><li>• the school nursing team on hand to support any medical needs</li><li>• a Mental Health first aider in school to offer support for any student with mental health needs</li><li>• behaviour management strategies for supporting students with social and emotional needs</li><li>• counselling - for emotional needs</li><li>• Access to Learning room - predominantly for students whose barrier to learning is physical, social or emotional. Provides a supported environment to help students return full time back into mainstream classes.</li></ul> <p>Years 9 and above also receive mentoring input through our Mentoring Scheme.</p> <p>This includes:</p> <ul style="list-style-type: none"><li>• 12 meetings with a local, voluntary, business mentor who will support the students with their chosen career path across the year</li><li>• careers advice</li></ul>
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	<p>This is in small groups and enables the mentor to guide the student through life in work and school.</p> <p>Concerns can be raised through self-referral, staff referral or parent referral and sometimes from outside agencies to us. If medical needs are present, provision is made through our inclusion team.</p> <p>The School Behaviour policy is clear and transparent to all and is followed by all staff.</p> <p>There is a Friendly Faces peer mentoring provision which is run by the pupils for the pupils to provide support during break and lunch times.</p> <p>We also have the Student Cabinet which represents the student body.</p> <p>This consists of:</p> <ul style="list-style-type: none"><li>• A President and Vice President</li><li>• Members of the cabinet have regular meetings with a member of the Senior Leadership Team</li><li>• meetings with the head teacher</li></ul> <p>In addition we have a number of School Prefects who are role models to their peers and offer support to our younger students whenever they need it.</p> <p>Assemblies are used to remind students about the support that is available to them and where they can find it. This includes help and advice on what to do if they are a victim of bullying or know someone who is being</p>
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	bullied and ranges to support with friendship, family or personal worries or concerns.
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## Progress, planning and keeping parents informed.

<p>How will parents know how their child is doing?</p>	<p>Parents of students with SEND will have regular reviews with the SENDCO and other people who have contact with their child.</p> <p>Parents also routinely have:</p> <ul style="list-style-type: none"><li>• Form Tutor parents evening</li><li>• subject clinics</li><li>• Open evening for Y6 pupils and parents</li><li>• access to SIMs website, which holds details of their child’s progress, rewards and sanctions. This is pass-worded and confidential to each child.</li><li>• house points</li><li>• celebration Assembly</li><li>• Newsletter, which can be found here: <a href="http://northwalshamhigh.norfolk.sch.uk/news/inside-out">http://northwalshamhigh.norfolk.sch.uk/news/inside-out</a></li><li>• Open access to Student Support Leaders via: <a href="mailto:harmers@nwhs.uk">harmers@nwhs.uk</a> Y7, <a href="mailto:tullyk@nwhs.uk">tullyk@nwhs.uk</a> 8 and 9 <a href="mailto:gardinerr@nwhs.uk">gardinerr@nwhs.uk</a> Y10 and 11</li></ul>
<p>How do we involve parents in discussions</p>	<p>If there is an issue for any student with their learning we will:</p>

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about their child's learning?	<ul style="list-style-type: none"><li>• invite the parents in to discuss with the student any issues that may have arisen</li></ul> <p>If intervention is required, the appropriate course of action will be identified and parents included in the provision needed.</p>
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<b>Provisions, Resources and Services:</b>	
<p>How is learning and development matched to each child's needs?</p>	<p>All staff and departments are required to differentiate their learning and expectations of social and emotional behaviour according to each child's needs.</p> <p>The school is allocated a budget for SEND and can be used for training, resources and to support those children who have statements or Education, Health and Care Plans. The school bids for top up funding from the local cluster group.</p> <p>The SENDCo / Assistant Head for Vulnerable Groups is responsible for the budget.</p>
<p>What specialist services can be used by the school?</p>	<p>Outside agencies.</p> <p>At North Walsham High School we strive to provide inclusive education, to help us do this have access to the following outside agencies:</p> <ul style="list-style-type: none"> <li>• School nursing</li> <li>• Mental Health Services (with on-site mental health first aider)</li> <li>• Norfolk Autistic Support Team</li> <li>• Norfolk Family Focus</li> <li>• Language Support</li> <li>• English as an Additional Language Support</li> <li>• Access through technology</li> </ul>

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	<ul style="list-style-type: none"> <li>• Children in Need</li> <li>• Butterfly Effect</li> <li>• Solihull Parenting Initiative</li> <li>• Community Police Officer</li> <li>• Early Help Team</li> <li>• EAL Co-ordinator</li> </ul> <p>And the following resource bases:</p> <ul style="list-style-type: none"> <li>• Deaf</li> <li>• Dyslexia outreach</li> <li>• Behaviour</li> <li>• Autism</li> </ul> <p>We can access Educational Psychologists and Clinical Psychiatrists through referral by the school.</p>
<p>What extracurricular activities are available?</p>	<p>We have a number of extracurricular activities currently on offer to all students in school, including trips abroad and activities week.</p> <ul style="list-style-type: none"> <li>• Homework club: available in the library until 4pm on specific days.</li> </ul> <p>We also offer many other clubs which can change according to season and availability.</p>

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- For up to date information, please click [here](#).
- Click [here](#) for our latest newsletter, which has up to date information about all activities on offer and a chance for you to know what is going on at North Walsham High School.

Other useful websites for facilities and activities around the area are found here:

Norfolk County Council: <http://www.norfolk.gov.uk/index.htm>

North Norfolk District Council: <http://www.north-norfolk.gov.uk/>

The Atrium: <http://theatrium.org.uk/>

The North Walsham Guide: <http://www.northwalshamguide.co.uk/diary.aspx>

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<b>Staff training:</b>	
What training has the staff had to support learners with SEN?	<p>In school we have qualified staff to support learners with ASD, Mental Health and Dyslexia.</p> <p>Our Teaching Assistants have qualifications in supporting learners, providing intervention in Literacy / Numeracy and areas of ASD and SEMH.</p> <p>All staff have twilight training sessions weekly, about current issues in teaching which includes planned training in SEND.</p>
What are we planning to offer our staff?	<p>In the coming year we plan quality SEN training about:</p> <ul style="list-style-type: none"> <li>• ASD</li> <li>• Dyslexia</li> <li>• Phonics</li> <li>• In class TA support</li> </ul> <p>These sessions will vary according to the needs of the students.</p>

## Transitions:

Information passed between schools includes :

- Appropriate pastoral and SEND information
- Child protection when needed

For Year 6 to 7:

The transition team including the Director of Learning for Year 7, the Year 7 Student Support Leader and the SENDCo will carry out visits to each school , meet with the teachers of each child and disseminate the information to all NWHS teaching staff.

- In the Autumn Term, a prospective student Open Evening is offered, where staff meet new pupils.
- In the Summer Term a fun and informative Induction Day programme is offered, where the students come and enjoy life as a North Walsham High School student for the day with their friends and other children. Here they will meet Teaching Assistants, the SENDCo and Assistant Head for Vulnerable Students on a one to one basis if needed.
- In the Summer Term another information evening is offered after the children have been to Induction Days.

For year 11:

- Each student is provided with a careers interview with Beacon East.

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	<ul style="list-style-type: none"><li>• Careers fairs are organised and held at the school.</li><li>• Local colleges come into school assemblies to raise awareness of options.</li><li>• Local colleges liaise with staff on the students that are going on to higher education. Some colleges will interview each student who has a specific issue that might affect their learning.</li><li>• In the first six weeks of Year 11 each child is taught to use a post 16 Options website to research, choose and apply for colleges and courses suitable for them.</li><li>• It is called <a href="https://helpyouchoose.org/index.cfm">https://helpyouchoose.org/index.cfm</a></li><li>• The Year 11 Student Support Leader will have an overview of the choices made and will monitor progress.</li></ul>
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## Useful people to contact:

North Walsham High School is part of the North Walsham SEND Cluster of schools which includes:

The Federation of North Walsham Junior, Infant School and Nursery

Millfield Primary School

Swanton Abbott Primary School

Mundesley Infant School

Mundesley Junior School

There will be events during the school year for you to come and have your say.

If you need to contact someone in the meantime, here are some useful names and numbers.

SEND governor:

Mrs J. Simpson via the school reception 01692 402581

Key Stage 3 Student Support Leaders:

[harmers@nwhs.uk](mailto:harmers@nwhs.uk) Y7,

Key Stage 4 Student Support Leaders:

[tullyk@nwhs.uk](mailto:tullyk@nwhs.uk) 8 and 9

[gardinerr@nwhs.uk](mailto:gardinerr@nwhs.uk) Y10 and 11

Assistant Head Vulnerable Students :

Angela Waters 01692 402581 ex 237

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<p>Operational SENDCo:</p> <p><u>Other groups who can help you:</u></p> <p>Family Norfolk Voice:</p> <p>Norfolk Parent Partnership:</p>	<p>Julie Leaver    01692 402581</p> <p><a href="http://www.familyvoice.org.uk/">http://www.familyvoice.org.uk/</a></p> <p><a href="http://www.norfolkparentpartnership.org.uk/">http://www.norfolkparentpartnership.org.uk/</a></p> <p>Where you may feel that a concern is unresolved, please follow the school complaints procedure which can be accessed through the school website: <a href="#">NWHS Complaints procedure</a></p>
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This report has been accepted by governors on:

To be reviewed: Summer 2018

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