



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Windsor Boys' School

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Type of school:	Academy Mainstream Upper School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

We cater for a variety of different types of Special Education Needs from all categories:

Cognition and Learning

- Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyspraxia or other Specific Learning Difficulties

Behavioural Emotional and Social Difficulties

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or Physical needs

- Hearing Impaired (HI)
- Visually Impaired (VI)
- Physical Needs

Communication and Interaction

- Speech, Language and Communication Needs
- Autism spectrum Disorder (ASD)

In order to provide an inclusive ethos for all learners teaching staff are responsible for providing differentiated lesson content as needed for each pupil and their individual needs. In addition to this, a greater level of support is provided, as necessary by relevant member of staff such as support staff, to pupils with a higher level of need, as part of the school's graduated response to managing SEN Needs. We aim to tailor the support around the needs of the child, based on their SEN need and the support that they require. We also aim to develop independent learners.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- Transition data
- Meetings with feeder schools
- Cognitive abilities test (CAT) data (on entry)
- Reading age screening (on entry)
- Concerns raised by parents/teachers/staff
- Meetings with parents
- Internal specialist assessments
- Conversations with pupils about their concerns
- Identification following termly assessment data
- Referrals from teachers or support staff
- Referrals from external agencies

c. What should I do if I think my child/young person may have special educational needs/disabilities?

Contact the Special Educational Needs Co-ordinator (SENCO) to discuss your child and their needs, this may be over the telephone or in a meeting. The SENCO will be able to signpost you in the right direction for your child's needs and put support in place.

Examples of the types of support are listed below:

- Regular communication with parents through a named point of contact
- Direct email/phone communication with named member of staff
- Meetings with parents prior to transition to the school
- Attendance at Annual Review meetings or termly if required
- Co-planning meeting for SEN support
- Availability of staff for discussion
- Specific support the family, as well as the child
- Parent/Teacher meetings
- Referral and coordination of external agency support

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- Pupils with SEND have access to the full range of the curriculum and extra-curricular activities. The school aims to include all pupils and encourage them to take part in all aspects of school regardless of their SEND.
- Homework support drop-in available.
- Differentiation and Learning Support Assistant (LSA) support in classes 1:1 and in small groups.
- Where required, specific strategies are passed to the class teacher where specific areas of support are needed for particular pupils.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We have additional support from a variety of members of staff:

- SENCO
- Assistant SENCO
- Pastoral Support Manager (Emotional Support)
- Interventions Manager (Behaviour Support)

- Learning Support Assistants (LSAs)
- Emotional Literacy Support Assistants (ELSAs) (Support with emotional understanding)

Area of need	Intervention programme	1:1	Small group
Behavioural Emotional and Social Difficulties	Emotional Literacy Support Programme	Y	Y
	Youth Talk Counselling	Y	N
	Anger Management	Y	N
	Bereavement Counselling	Y	N
	Anxiety Support	Y	N
	Self-esteem support	Y	N
Speech and Language	Support from Speech and Language Therapy (SALT) as recommended by SALT Specialist	Y	Y
Occupational Therapy	Support from Occupational Therapy (OT) as recommended by OT Specialist	Y	Y
Shine ASD support	Support from the Shine team as needed per pupil.	Y	Y
Behaviour Support	Support from Behaviour support as needed per pupil.	Y	Y
Transition Support	Facilitation of Nurture Transition groups from Middle to Upper school.	Y	Y

c. How is the decision made about what type and how much support my child/young person will receive?

- Referral for additional support is made through the Pupil Welfare Panel (internal), which meets weekly
- Any member of staff can refer into the Panel
- Parents can ask for things to be considered at Panel through a member of staff
- Pupils with Statements or Education Health and Care Plans (EHCP) will have an allocated amount of hours/funding to support their learning.
- Learning Support Assistants are allocated to Key Stage groups and work with a number of pupils both individually and in small groups, as needed by the pupil.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- We encourage parents to support their children as they have a key role to play in the success of their child
- We work with parents to support their child to deal with a range of issues
- Parents can have a named point of contact in school to provide support
- Parents can contact us in a variety of ways, including arranging a meeting, email or telephone contact.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- We encourage all pupils to take an active role and interest in their education and the decisions that are made around their education or the type of support they receive
- Most pupils at the school are capable of voicing their own opinion, but where this is not the case, we

would look at facilitating their views through different means such as an advocate.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- Regular monitoring of attitude to learning and attainment data
- Appointments with parents to discuss and review concerns
- Annual Reviews for pupils with Statements/EHCP
- Parents evenings

b. How do you involve my child/young person and parents in those reviews?

- We invite all pupils to their Annual Review meetings and ask for their views, and also when discussions are being held about the kind of support that they require
- Parents are invited to Annual Reviews and are welcome to bring other professionals or family members to the Review meeting
- Parents and others involved will receive completed documents including paperwork and minutes of the Review meeting as appropriate
- Looked After Children (LAC) have regular Pupil Education Plan Meetings in school with the Designated Person for LAC, parents/guardians and Social Worker to discuss their attendance, attainment, attitude to learning and any other relevant information to the individual

c. How do you know if the provision for children and young people with SEND at your school is working?

- Regular monitoring of attitude to learning and attainment data
- All interventions and Emotional Literacy Support Assistants (ELSA) sessions are evidenced and reviewed regularly
- Regular and ongoing communication with all persons involved to evaluate the provision made for pupils

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

- We provide a Nurture Group for vulnerable pupils transition from Middle to Upper school
- We have an Emotional Learning Support Assistant available to work with pupils
- Pastoral Interventions Manager and Interventions Manager to support the welfare of pupils
- Pupil Services is staffed before and after school, as well as throughout the school day to provide a place of support or shelter that is open to all pupils
- Pupils can drop in any time to Pupil Services to access support
- Designated Persons for Child Protection are based in Pupil Services
- We have access to counsellors from Youth Talk and internally
- All SEN Pupils are assigned to a tutor group and meet with their house tutor twice a day for support/pastoral care

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Transition meetings with the feeder schools to discuss SEND
- Nurture Group – support for vulnerable pupils around the transition, including a booklet to familiarise themselves with the map of the school and key rules
- Additional visits to the school programme
- Parent meetings to discuss support their children may require at Windsor Boys'

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- Work experience
- Parental Visits and support with applications
- Additional visits
- Liaison with SEN Support
- Taster days
- We will pass on the relevant information to the new providers to ensure that they are fully aware of the child's SEND
- Pupil's with a Statement/EHCP will have a 1:1 session with a specialist careers advisor

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

Partially

• Have adaptations been made to the auditory and visual environment?

No

• What changing & toilet facilities does the school have for children and young people with SEND?

We do have disabled toilets

• Do you have disabled car parking for parents?

We have 1 disabled parking space

b. What if my child needs specialist equipment or facilities?

- If a child or young person needed specialist equipment or facilities, we would take a proactive approach in liaising with those agencies supporting them, with appropriate specialist equipment funded in accordance with the Education, Health and Care Plan. This would enable us to make reasonable adjustments in meeting the individual's needs.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- Pupils with SEND have access to the full range of the curriculum and extra-curricular activities. The school aims to include all pupils and encourage them to take part in all aspects of school regardless of their SEND.
- We make reasonable adjustments as appropriate to the individual pupils

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- SENCO holds National Award for SEN Coordination (Masters Level)
- Staff have access to a range of professional development options
- Training from RBWM/Specialist Providers in the following areas:
- Autism Spectrum Disorder
- Behaviour
- Emotional Literacy Support
- Literacy Support
- Speech and Language Therapy

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- Speech & Language therapy
- RBWM Children and Young People Disability Service
- Educational Psychologists
- Behaviour Support
- Shine Team (Outreach Autism Service)
- Occupational Therapy (part of Children and Young People's Integrated Therapies)

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes. We are compliant with the latest legislation and this is reflected in our SEN and safeguarding policies.

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://www.twbs.co.uk/school-policies/>

- SEN Policy (September 2015).
- Safeguarding Policy (October 2015).
- Behaviour Policy (November 2014, note: draft policy is being reviewed).
- Equality & Diversity Policy (see within SEN Policy and Safeguarding Policy).
- Policy for Supporting Pupils with Medical Conditions (see SEN and Safeguarding Policy)

Other policies:

- Restraint Policy (See Safeguarding Policy)
- Whistleblowing Policy (See Safeguarding Policy)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

No

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Complaints process:

- In the first instance, it is anticipated that complaints relating to SEN will be resolved through meeting with the SENCO and any other relevant party, such as the CYPDS team for their input
- If the dispute cannot be resolved, then parents can request a meeting with the Headteacher in an attempt to resolve the matter
- It may be appropriate at this point to follow the complaints procedure, which is available on request from the Headteacher's PA
- We are aware of services which offer independent advice and guidance within the Local Authority, and parents are welcomed to involve their services should they feel it necessary

11. Glossary

Terms used in this document	Description/explanation of term
Where we have used acronyms within this document, we have tried to explain what they mean in the first instance. Some other terms are listed below, and we would be happy to provide further explanations about any point of this document if needed.	
Advocate	An independent person allocated to support a young person to express their views or to give their views on behalf of the young person when they feel unable to do so
Behaviour Support and Well Being Service	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Children and Young People Disability Service (CYPDS)	A Local Authority service supporting children and young people aged 0-25 with special educational needs and disabilities. This includes social care functions, family working, occupational therapy assessments in the home and the statutory assessment and review process for Education, Health and Care Plans
Children and Young People Integrated Therapies (CYPIT)	An NHS team who provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and Specialist Dietetics services throughout Berkshire.
Designated Persons for Child Protection	The persons responsible for safeguarding pupils at the school
Education, Health and Care (EHC)	An EHC Plan is a legal document that states what support a

Plans	child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Nurture groups	Small group intervention for supporting children with social, emotional or behavioural needs to access learning
Pupil Services	Department in the school where SEN support and Pastoral Care is based
Safeguarding	The statutory duty to protect pupils from abuse and prevent them from the risk of significant harm
Shine	An outreach service who support children on the Autism spectrum in mainstream schools
Special Educational Needs Co-ordinator (SENCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.

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