

Waldegrave SEND Information Report 2024-25

‘Together we make a difference’

Parents have been consulted on the contents of this report

Information

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| Ms Elizabeth Tongue | Headteacher |
| Ms Emma Salsbury | SENCO, Assistant Headteacher |
| Ms Cindy Parsons | Deputy SENCO; Specialist Resource Provision Manager |
| Linda Katesmark | Deputy SENCO |
| Ms Sarah Moore | Designated Safeguarding Lead |
| Mrs Karen Williams | Deputy Designated Safeguarding Lead |
| Mr Mark Vickery | SEND Governor |

Waldegrave School is a single sex girls’ 11-18 comprehensive school with a mixed 6th form. We deliver the full National Curriculum range of subjects and support all students to access mainstream educational opportunities. This is achieved by providing support where necessary and adapting the curriculum to meet individual needs where appropriate. Our aim is to ensure that all students are supported and able to access all areas of school life including the taught curriculum, the assessment and examination system and the extra curricular, social and sporting life of the school.

Our most recent Ofsted Report can be found [here](#).

1. **Overview of SEND provision at Waldegrave School**

Waldegrave School’s approach to our provision for students is grounded in the principle of Inclusion. We believe that all students at the school should enjoy their learning, feel empowered to take responsibility for their learning, and have equal opportunities to achieve. Waldegrave School has a strong culture of student leadership and SEND students are supported and actively encouraged to take positions on our student leadership team.

The school strives to make the school site and lessons accessible, aims to remove physical barriers to learning and ensure that lessons and extracurricular experiences are planned in a way that caters for the needs of all students. All teachers and pastoral members of the school community will know the needs of their students and understand the best way to support them in the academic, emotional and social development.

Students and parents are listened to and their views shape their school experience and the support they receive. We work with the local authority and schools to plan our provision, share best practice and seek specialist service to ensure that we best meet the needs of students.

The progress of students will be monitored regularly and action will be taken to ensure that no student falls behind their potential. All staff at the school are trained annually to support the changing needs of our students. Every member of the school is responsible for the progress of SEND students and their wellbeing.

‘Together we make a difference’

2. Student Profile, Resources and Specialist Provision

What needs are supported at Waldegrave School?

- Cognitive and learning (Dyslexia, Dyspraxia, Dyscalculia, other SpLDs)
- Communication and interaction (Speech, Language and Communication Difficulties, Binder's Syndrome, OCD; ADHD; ADHD (inattentive type)
- Sensory and physical needs (hypermobility, visual impairment; hearing impairment; epilepsy, selective mutism, autistic spectrum conditions
- Social, emotional and mental health needs (OCD, self harm, suicide ideation, disordered eating, functional tics)

This represents a generalised, rather than exhaustive, list and is subject to change. All conditions appear on a continuum of need ranging from very mild to severe. Most students at Waldegrave have conditions that are in the very mild to moderate range. Some students have complex or co-occurring difficulties.

The Waldegrave Specialist Resource Provision: SLCN/ASD

In addition to support available to all students in the mainstream setting, Waldegrave has a Specialist Resource Provision.

The enhanced specialist teaching provision (The Learning Space) is specifically for students with Social Learning and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD). The provision provides structure support and specialist interventions for students who meet the criteria. Students spend the majority of their schooling in mainstream lessons with the facility to withdraw for intensive intervention work and a smaller supportive working environment to meet their needs.

Entry criteria

The provision is for students whose primary need is SLCN/ASD. The students are referred to the school by the special educational needs panel of the local authority and must have an EHC plan. Occasionally a student may be admitted on an assessment basis in accordance with the Special Educational Needs Code of Practice.

Provision, staffing and facilities

Waldegrave School provides for a total of ten students the places are spread throughout Key Stages 3 and 4. The designated resource area in the school has additional specialist staff and one full time manager and teacher. Speech and language therapy may be available. In addition the provision offers inreach and outreach work to students in the main school and schools in the local areas.

3. SEND students at Waldegrave School: identification, categorisation, review cycle

How the school identifies a student with SEND

Waldegrave uses a range of data to identify a student with SEND including:

- KS2 data and SEND data from primary school; Key Stage 3/4 data for in year admissions.
- EHCPs or professional diagnosis through CAMHS and Achieving for Children
- Baseline data including scaled Maths, English, reading, spelling and numeracy data.

- Cognitive Abilities Testing (CATs) in year 7.
- Internal monitoring attainment, behaviour and attendance data.
- External information from parents (e.g private Educational Psychologist reports/medical information). Please note these reports meet *NICE* guidelines and be conducted by an appropriately qualified practitioner.
- Information from teachers including the additional support provided in lessons.

What happens once a student has been identified as potentially having an SEND need?

Students and parents/carers meet with a member from the Inclusion or pastoral team to discuss the level of need and identify the next steps (outside agencies may be involved at this point).

- Students may be observed in lessons.
- Teacher views about a student's progress are collected.
- Students categorised in waves (four) based on level of need and support required:
 - Wave 1- in class support by teachers
 - Wave 2- K students
 - Wave 3- K with outside lesson intervention
 - Wave 4- EHCP
- Individual student passports are produced with detailed information for teachers to support students in lessons for K students and EHCPs. Key strategies shared with all staff electronically and in small 'teacher around the child meetings' where the support can be discussed.
- The progress of students who are assigned a wave have their progress reviewed termly to ensure the support is appropriate. These discussions could be with a member of the Inclusion Team, Form Tutor or Pastoral Lead (where appropriate).

Where a student's need is significant and more support is required beyond Quality First Teaching (effective teaching within the classroom) the following support may occur.

- Teacher training, TA support in lessons/outside of lessons and targeted interventions with the Inclusion Team are implemented where appropriate .
- Work with outside agencies and the EHCP application process followed where appropriate.

Q: How do we measure impact and report progress?

- Progress of SEND students is monitored and reported termly.
- Interventions are reviewed for impact and students' SEND Wave amended if necessary.
- Parents are reported to termly and have the opportunity to discuss their child with a member of the Inclusion Team on a regular basis.

4. SEND student school experience: curriculum, interventions, support

Is there any key school transition support?

We offer support at all key transition points in school. The main points of transition being Year 6 into Year 7; Year 9 into Year 10 and transition to the Sixth Form.

Additional transition information is available on the Achieving for Children Website Local offer. https://kr.afcinfo.org.uk/local_offer

Year 6 to Year 7

- Year 5 transition information event for parents run by Achieving for Children
- The Head of Year 7 and SENCO liaises with primary schools and a member of the team attends annual review meeting for Year 6 students with EHCPs
- Enrolment includes a SEND talk from the SENCO. Parents are invited to contact the SENCO to discuss specific concerns. [Transition welcome video from SENCO](#)
- There is an enhanced transition group who attend school for up to six sessions. Transition group students are invited into school in the summer term to meet tutors, key members of staff and build social relationships.
- Nurture groups (breakfast club and lunch club) run from the start of year 7
- The Head of Year 7 works closely with the Inclusion Team weekly to monitor the progress of students.
- The SENCO holds meetings with parents to discuss provision at Waldegrave.
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- **Year 8-9**
 - GCSE option process with careers team meetings, options evening and meeting with options subject teachers
 - Focus option groups run to support choices
 - The Inclusion Team meet with specific students to discuss option choice and pathways
 - The SENCO reviews option choices with the Head of Year before options are confirmed
 - All students are invited to attend a 'Step Up' meeting where the transition from KS3 to KS4 is discussed.
- **Year 11- Post 16**
 - Year 10 and 12 work experience placements support
 - Careers interviews take place with both the school Careers advisor and AFC Next steps advisor. 1:1 planning takes place.
 - Inclusion Team support students on SEND register with college applications and attend the interview with students if required.
 - Small group visits to apprenticeship fairs, colleges and other post 16
 - Interview workshops
 - Inclusion support in year 12 with additional Academic Mentor support as a priority
 - There is a transition meeting with the Director of Sixth Form and SENCO, parents and students, to support the transition from year 11 to year 12.
- **In year admissions**
 - Head of Year liaises with the previous school
 - Inclusion Team arranges meeting with parents in specific cases
 - Additional baseline tested arrange if necessary
 - Timetable planning to meet the needs of students with graduated starts if appropriate

What is the Curriculum provision of SEND students?

A: We monitor the curriculum provision offered to our students on a case by case and year by year basis. In some circumstances the following can occur:

- KS3- where necessary students are offered interventions that are carefully planned to reduce the impact on the curriculum in consultation with all stakeholders
- KS4- flexible GCSE pathway with study skills options, work experience,

- Personalised provision dependent on need
- Transition groups KS2/3/4/5 and next steps planning

What support is provided in lessons?

The support students receive in lessons will depend on their level of need. An example of the support we provide for students based on their level of need is outlined. The personalised support may vary depending on the student.

- All students will have (Wave 1) Quality First Teaching (QFT)
 - Subject specific lessons with specialist teachers which are planned to meet their needs
 - Lessons that include a range of strategies, informed by specific inclusion teacher training
 - Homework will be set to ensure that students reflect on learning
 - Regular assessment and opportunities to reflect on their learning
- Some students (Wave 2 and 3: School Action and students with Education Health and Care plans (EHCP))
 - Pre planned specific strategies based on the students needs which are applied in all lessons
 - Technology to assist with specific needs
 - Specific Inclusion Team intervention (if applicable) in lesson/outside of lesson times
 - Access to before school, break, lunch, after school intervention clubs (eg Homework Club by year group)
 - Inclusion Team Year Team Lead and/or mentor reviewing progress and in class strategies
- Some students (Wave 4 EHCP students)
 - Interventions outside of lessons in half termly blocks
 - Support from external services eg. the Educational Psychologists, Speech and Language Therapists.
 - Modified timetable or curriculum provision

Will my child receive support for exams?

Testing for access arrangements in public exams takes place during Year 9, 12 or as required as outlined in the JCQ guideline [\[Guidance for parents\]](#). These arrangements may include:

- Using a reader,
- Extra time,
- Laptop, scribe,
- Rest breaks and/or separate rooms.
- Prompt

We aim to provide students with these arrangements in larger whole school summative assessments but cannot guarantee that these will be in class for all classroom based formative assessments. Access arrangements are put in place at the time of examinations by trained invigilators and Teaching Assistants under the guidance of the Examinations Officer and SENCO.

Example interventions by Key Stages

The provision map is planned to meet the needs of the specific students which is reviewed annually.

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| <p>Key Stage 3</p> <ul style="list-style-type: none"> • Literacy/ Numeracy intervention • Cook and Chat • Draw and chat • Dyslexia support • Paired reading • Social communication • Mentoring • Touch Typing/ Assisted Technology support • In class support • CBT (cognitive behaviour therapy) • ELSA (emotional literacy) • Reading interventions • Resilience groups • Homework clubs • Multilingual support (EAL) | <p>Key Stage 4</p> <ul style="list-style-type: none"> • Mentoring • In class support • Pre and post teaching in core subjects • Flexible pathway for options • Social communication • Next Steps careers programme • ELSA (emotional literacy) • Dyslexia support • After school Revision Clubs • Multilingual support (EAL) <p>Key Stage 5</p> <ul style="list-style-type: none"> • Academic mentoring, including essay-writing support, organisation & prioritising support • Support with next steps through AfC & Careers Advisors • UCAS application support • Support for students applying for the Disability Living Allowance |
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How is my child's wellbeing supported?

A: All students have tutors and Heads of Year who support students with their wellbeing. A carefully planned age specific Personal Development Curriculum (PDC) program aims to address social and emotional wellbeing development and support students to take ownership over their happiness and health. All members of the school community are committed to anti bullying. Other specific support for SEND students includes:

- Small group Interventions for social relationships
- Responsible adjustments to the behaviour policy to ensure the need for exclusion is minimised.
- Behaviour and anti-bullying policies are evaluated and up-dated regularly.
- School counsellor service available
- School nurse drop-in
- ELSA (Emotional Literacy) may be offered to some vulnerable students
- Buddy system for Year 7 vulnerable students according to need
- Peer to peer mentoring/adult mentoring

5. How is progress reviewed and reported?

All students will have their learning checked in their lessons to ensure that they are making progress and are aware of the progress they are making.

All students will receive:

- Formative and summative assessments in class with feedback from teachers.
- Year group specific monitoring points twice yearly with a report to tutors and sent to parents (these are reviewed by the Inclusion Team)
- Parents consultation evenings with their subject teachers to discuss progress

SEND students (all waves)

- Students have their progress reviewed termly to ensure the support is appropriate. These discussions could be with a member of the Inclusion Team, Form Tutor or Pastoral Lead (where appropriate).
- Overall student views about the provision are collected at least annually

To parents:

- Three opportunities per year with a member of the Inclusion Team or Pastoral team
- Information sessions for transitions,
- Parent workshops for supporting specific needs
- Annual reviews for ECHP students

To leadership and governors

- The Assistant Head for Inclusion is responsible for reporting to governors on a termly basis
- Termly reports on student progress across the year and for specific interventions
- The Governors' Achievement Sub-committee receives termly progress reports
- The link governor for SEND reviews the provision for SEND twice a year

6. Is the school site accessible?

The main school site is constantly updated to invest in infrastructure to improve accessibility.

The current site includes:

Wheelchair users:

- All school buildings have ramp access to the ground floor, to enable wheelchair access
- Accessible toilets are available for wheelchair users on the ground floor of the main building and each floor of the sixth form. There are also accessible toilets for students with disabilities on the ground and first floors that are not suitable for wheelchair users.
- Accessibility around the building has been improved, however the school is a mixture of old and new buildings and it is not possible to facilitate wheelchair access throughout.
- The sixth form block for KS5 students is fully accessible to wheelchair users and has a lift. There is no lift to the first floor in the main school building.

Hearing Impairment:

- Microphones and sound systems available for use in large spaces (e.g the Hall, Studio Theatre) or when required
- Some classrooms have carpet, which reduces sound.
- Inclusion team works closely with the AFC Education Service for Sensory Impairment to meet the needs of individual students.
- Students use Roger Pen sound amplifier loops in the classrooms.

Visual Impairment:

- For the visually impaired materials can be enlarged and assistive technology may be available e.g. magnifier, laptop, ipad, wide screen monitors.
- There is an embosser and technology for Braille users on site.

Non attenders:

- Use of technology to set work remotely- electronic devices and internet access can be arranged

- All lesson resources can be shared via Google Classroom

For students with physical disabilities, where possible, provision may be put in place in order to make their access easier so they can take part in all mainstream lessons (e.g. given a chair instead of sitting on floor; provided with a high back chair instead of stool etc.).

Support on school trips

School visits and extra curricular activities are fully risk assessed and a member of the Inclusion Team is consulted in the planning process. First aid trained staff are expected to be on site/accompany each visit and a member of the Inclusion Team attend the activity if required.

7. Allocation of Resources and Staff Training

SEND provision allocation

Provision is made on a need basis. All classroom teachers provide high quality first teaching by subject specialist teachers who receive specific training to support the needs of the students in their classroom.

Inclusion support is provided to School Action and EHCP students according to their need. EHCPs provide specific details of the provision that should be in place for some students which may involve one to one TA support.

SEND students without an EHC plan can receive additional support in class or a small group setting when they are not making adequate progress according to their school monitoring.

Staff training

All staff and governors engaged with continued professional development to ensure that they meet the needs of SEND students and meet the statutory Safeguarding requirements. In addition a selection of staff are First Aid Trained and all staff are trained to support medical or physical needs such as Epilepsy or allergy response.

Teaching staff and the Inclusion Team are regularly trained to support the changing needs of the students in the school. This training is in the format of INSET sessions, sharing best practice, small team around the child meetings and external courses where relevant.

Recent training includes:

- ADHD
- Speech and Language training
- Sensory impairment
- ASC
- Dyslexia / Dyscalculia
- Epilepsy
- Hypermobility
- Dyspraxia

Each curriculum department has an SEND link to the Inclusion Team who meets regularly to discuss the needs of students and highlight training needs. All teachers are provided individual strategies to support each SEND student and have access to more detailed SEND passports which give clear and helpful advice on enabling the student to access the curriculum in subject lessons as well as outlining strategies for effectively managing the student's behaviour.

The Inclusion and Pastoral Teams have expertise and qualifications in:

- Dyslexia, Dyscalculia
- Dyspraxia
- Autistic Spectrum Disorders
- Speech Language and Communication Needs
- Behavioural difficulties
- Epilepsy management
- Hypermobility
- Hearing and Visual Impairment
- Emotional difficulties.

Specialist services

An Educational Psychologist (EP) is on site for a set number of hours throughout the year. Students are referred to the EP.

Their role is to provide:

- Social Skills group work
- Therapeutic work,
- Cognitive Behavioural Therapy
- 1 to 1 or group assessments
- Advice to teachers with strategies

A Speech and Language professional is on site 0.5 days a fortnight, working with students as outlined in their EHCP section F.

Their role is to:

- Assess the needs of students
- Provide strategies to support students
- Training for teachers

The school currently works with the following agencies:

- Educational Psychology Service assessment and advice
- Achieving For Children Sensory Service
- Multi Cultural Richmond
- Achieving for Children's Next Steps Coordinator (Careers Service)
- Education Welfare Service
- SPA and Social Services, including the Youth Resilience Service
- Children and Adolescent Mental Health Service (CAMHS)
- Health services
- Bromley Y
- Substance Misuse Team
- Young Epilepsy
- Young Carers
- Speech & Language team
- Occupational Therapy
- Anstee Bridge

The school has on-site Learning Mentors and Counsellors. Some students may be referred to these professionals during the year by the Inclusion Team.

8. Parent FAQs

Access arrangements

Q: How do I know if my child will receive an Access Arrangement in their exams

A: Students are tested for Access Arrangements in year 9 to see if they require any reasonable adjustment. This will include the possibility of using a laptop, 25% extra time,

restbreaks, a reader or a scribe. These assessments are administered by a qualified assessor and are a rigorous process. This has to be the child's usual way of working.

A student who has had access arrangements in primary school may not always qualify for these again at GCSEs.

If your child's teachers feel that they may qualify for some access arrangements they will contact Inclusion to arrange an assessment.

Remaining on the SEND Register

Q: Will my child always remain on the SEND register

A: If your child has a recognised SEND need they will always be monitored by Inclusion, this need will always be recognised. However they may be on Wave 1 support which is the Quality First Teaching within the classroom if your child is managing without further intervention from the Inclusion Team and making good progress.

GCSE options

Q: Can my child study a reduced number of options?

A: All students on the SEND register are invited to study a reduced number of options, which gives them a flexible pathway, time and space to complete their work. Students work with members of the Inclusion Team who provide extra support in one or more subjects. This support can consist of additional maths or English, study techniques or a specific focus on any other subject.

9. Parent and student Views

Students' views on please follow the link

[Students views](#)

Parents' views

- Parents are complimentary about the school and support available and said their voices are heard
- Parents reported SEN/ Inclusion staff are co-operative and flexible and needs of their children are met
- General transition programme for new Year 7 students is well-planned and delivered

10. Complaints procedure

If you wish to make a complaint about the support your child is receiving, please contact the SENCO in the first instance at the email address: ILD@waldegravesch.org or the Head of Year at info@waldegravesch.org.

If your complaint is regarding the SENCO please contact Ms Lane the Deputy Headteacher responsible for Inclusion via info@waldegravesch.org.

If your complaint needs to be escalated further contact Ms Tongue, via info@waldegravesch.org.

The SEND governor Mark Vickery can be contacted through the Clerk to Governors clerktogovs@waldegravesch.org.

A link to the school Complaints Policy [is here](#).

11. **Acronyms**

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| TAs | Teaching Assistants |
| KS3 | Year 7-9 curriculum |
| KS4 | Year 9-11 curriculum |
| MFL | Modern foreign languages (French, German, Spanish) |
| SEND | Special educational needs and disabilities |
| SENCO | Special educational needs coordinator |
| ESL | Emma Salsbury |
| EHCP | SEND need, requiring outside agency support and above 9 hours of support to make progress. Individuals have an educational health care plan |
| K | SEND need, requiring in school and class support with some outside intervention |
| N | SEND need, where support has enabled students to make expected progress- continued strategies applied and monitoring only |
| EAL | English as an additional language |
| ASD | Autistic spectrum disorder |
| SEMH | Social, emotional and mental health |
| SALT | Speech and language therapist |
| EP | Educational Psychologist |
| CLT | Curriculum leadership team |
| CPD | Continuing professional development |
| AFC | Achieving for Children |
| CATS | Cognitive Abilities Tests |