

**About the school**

Welling School, located in the Borough of Bexley, is an 11-18, mixed Academy with a Visual Arts Specialism. Our facilities include: specialist classrooms; sports hall; all-weather sports pitch; dance studio, drama studios; art gallery; library and a designated Sixth Form common room, complete with Apple Mac computers and café. Every classroom is fitted with interactive whiteboards which enable teachers and students to access a wide range of stimulating learning materials. At Welling School we passionately believe that every child does matter and that they deserve to enjoy their learning experience with us. Our dedicated body of staff place students' interests at the heart of everything they do, ensuring that students have high aspirations and are able to reach their full potential. Our mission is to achieve high standards and fulfil the expectations of all students of all abilities and from all backgrounds by making teaching and learning our focus.

Special provision is made for students with special educational needs. Students with identified special needs take a full part in school life following a full and balanced curriculum which is adapted to their individual learning needs, whenever possible.

**Identification of children's additional needs*****How does the school know if children need extra help and what should I do if I think my child may have special educational needs?***

Where possible, Welling School collect data on every child before they start in Year 7. Information is shared from the primary school teachers/SENCOs and reading ages are assessed on entry. Standardised tests and primary school assessments decide the tutor and ability groupings from the start of Year 7. All in year admissions are assessed through CATs/reading ages.

Assessments are carried out twice a year for progress and reading ages are assessed each year. Reviews are held throughout the year through Consultation evenings, tutor meetings and regular meetings held by the SENCO and Deputy SENCO. Students not making expected progress will require additional support and staff are made aware of individual needs. The Learning Support Faculty work closely with subject teachers to ensure individual needs are targeted and given appropriate support to ensure students make expected progress. Individual Mapping Plans detail expected outcomes and strategies of support which is reviewed 3 times per year. These meetings can take place with the SENCO, Deputy SENCO, Inclusion Co-ordinator and Head of Year.

The SENCO should be contacted if you feel your child may have special educational needs and you have not been contacted by the school.

***Who should I contact if I have any questions or concerns about my child's SEND?***

Mr N Swart SENCO  
0208 304 8531

[naas.swart@wellingschool-tkat.org](mailto:naas.swart@wellingschool-tkat.org)

Mrs J Hodges Deputy SENCO  
0208 304 8531 xt 2886

[janice.hodges@wellingschool-tkat.org](mailto:janice.hodges@wellingschool-tkat.org)

Welling School also has a designated governor, Mr Smith, who has oversight of the school's Learning Support Faculty.

## **Involving students and parents/carers in planning support**

### ***How will the school involve me as a parent/carer and my child in meeting our SEND needs and in general school life?***

- ❏ *Invitation to planning and review meetings*
- ❏ *Updated guidance through the School's website/parent mail*
- ❏ *Regular contact between home and school through planner, eportal, Class Charts*
- ❏ *Home/school contact with teacher conversations through telephone conversations/email contact*
- ❏ *Consultation evenings with subject teachers/Form tutors*

## **Range of support available to my child**

### ***What different kinds of support are available to children with SEND?***

The school offers a variety of Intervention Groups to support students with SEN. Students requiring additional support for learning difficulties may be taught in smaller groups with appropriate programmes of work and materials.

### **Rapid Reading**

School based literacy programme accessed from Year 7. Withdrawal takes place x4 times a week where students receive a phonics based programme to develop their literacy skills.

### **Literacy Progress Units/Project X**

Additional literacy intervention offered to Year 8, 9

### **Reflection Time**

Offers students the opportunity to reflect on their strengths and develop new ways of dealing with situations. Students are able to share experiences during 'circle time' with mixed year groups to support self esteem and form positive peer relationships.

### **Learning Zone**

Students work in a smaller classroom environment with learning support. Students can be withdrawn from timetabled lessons and offered alternative and reduced timetables when experiencing difficulties accessing mainstream lessons.

### **Gardening Club**

Promotes social skills through outside activities in the school garden.

### **Handwriting intervention**

For students with fine motor skills difficulties which tracks and monitors progress within the classroom. Additional access to IT will be offered if appropriate.

### **Autism (ASD)**

As part of the Bexley initiative, the school has Autism Champion trained staff that monitor, track and offer intervention for students with social communication difficulties.

A **Restorative Anti-bullying Co-ordinator** is in place to promote positive peer relationships.

## **Speech & Language Communication**

The school has staff trained through the SALT Service and offers intervention groups for students with expressive and receptive language difficulties.

## **School Counsellor**

A School Counsellor is based at the School for three days a week for students who may need additional emotional support.

## **Focus Groups**

Students are withdrawn for additional intervention in Focus Groups delivered through a differentiated mainstream curriculum using a variety of multi-sensory methods. Welling School has now launched the **'Ibrary'** and Google Chromes, or Alpha Smarts are available for students who required IT support.

## **The Elsa Centre**

The Elsa Centre is an ASD Resourced Provision. Referrals for admission come from the Local Authority and are considered by the Headteacher and Director of Learning (AEN) at Welling School to ensure that the criteria is met as outlined in the School's Admissions Policy. The Elsa Centre is staffed by a Teacher in Charge and two ASD Provision support staff. Students are required to have an EHC Plan and a diagnosis of Autism. Places are only considered for students with an EHC Plan, where their Autism is a significant barrier to their performance, and whose learning difficulties cannot be met entirely from resources available to and in mainstream school.

## **Measuring children's progress**

***How will the school know how well my child is doing and how will they inform me about this?***

The school tracks and monitors the progress of students across the curriculum that have an SEND. Regular meetings are held with parents to discuss targets and strategies of support. Where a student is not making expected progress a referral to an external agency may be recommended.

Regular termly assessments inform on the progress of students with SEND and monitored by the SENCO and Deputy SENCO. Existing provisions and appropriate interventions are discussed to support individual needs.

## **Support and Training for school staff**

***Have any staff received specialist training in SEND?***

The Director of Learning has an MA in Enabling Learning.

The SENCO is currently undertaking the National Award in Special Education Needs.

Welling School are supported by the Early Intervention Team comprising of Educational Psychologists, a Speech Therapist and an AEN Advisor. The School has fully trained Behaviour Support staff that are able to monitor and track progress of students requiring behaviour support.

## **Accessibility**

### ***How is the school accessible to children with SEND?***

The school has an Accessibility Plan and takes its responsibility very seriously, so that every student has equal opportunities. Ramps and a lift have been established for physical access and the curriculum can be modified to match needs. There is disabled parking available and disabled toilets.

## **Inclusion**

### ***How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?***

Students with SEND are encouraged to take part in all school activities including day and residential trips. Individual requirements are assessed and personalised support is discussed to enable full participation wherever possible. Intervention Assistants will accompany school trips and activities in school if additional support is required. A risk assessment will be carried out as routine where required.

## **Transitions**

### ***How will the school support my child to change classes and/or move on when they reach the appropriate stages?***

Welling School offer an excellent transition programme from 6/7. The School works closely with the Primary School to ensure individual strategies of support are continued into the secondary setting. Students are invited to attend Welling School as part of the transition process to become familiar with their new surroundings and meet with new teaching staff. At the start of the new academic year, Intervention Assistants are deployed to Year 7 lessons as additional support and a friendly face. Students on SEND are tracked and monitored to ensure they feel confident and are encouraged to make new friends.

Welling School offers careers guidance for students in Years 8, 9, 10, 11 and 13. Further interviews are available as and when required. We offer a number of curriculum pathways. This includes both 'traditional' and 'vocational' options to ensure students achieve their true potential, preparing them for post-16 education and the world of work. The School has a 6th Form where students have a wide range of academic interests and we pride ourselves on helping a diverse school cohort to discover and develop their strengths.

## **Support and training for Parents and Carers**

### ***What support and training within the school is available to parents and carers?***

Parents are encouraged to attend school reviews regularly to discuss the needs of their child and agree strategies for support. Consultation evenings for specific year groups are held with tutors and subject teachers to ensure students are making progress.

Parents and carers are given information for outside agencies, specialist teachers and external providers when appropriate.

***Mrs Crane  
Director of Learning AEN  
November 2019***