

# School SEN information

Reference number: 225-1542-2436 (submitted)

## Basic Details

### The school

School name\*:

Wightwick Hall School, WV6 8DA (144209) 

Please contact us if your school does not appear in the list.

### Your contact details

The email address you use here will be required to access this form at a later date (if you wish to save part way through or update information after submitting). Please ensure that you supply a valid email address. It is recommended that you use a general school email address rather than one directly attached to an individual. Data supplied in this section is not for public display.

Name of person completing this form

First name\*:

Rebecca

Last name\*:

Griffith

Role in school\*:

Assistant Headteacher Curriculum and Learning/SENCC

Email address\*:

r.griffith@wightwickhall.staffs.sch.uk

Required to access this form after saving.

Phone number\*:

01902761889

## How we identify and assess needs

How will you know if my child or young person needs extra help?\*

Ensure that you include:

- How do you identify children or young people with SEND?\*
- After identification, what would your setting's first steps be?
- Does the setting/school/college have any programmes for early intervention/help?

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
- 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

All of our students will have an Education, Health and Care Plan (EHCP). These are reviewed annually for all children. Targets are set at Annual Review Meetings and are constantly monitored throughout the academic year.

The local authority and other appropriate professionals may be consulted through the annual review process.

### What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

Ensure that you include:

- How will I be able to raise any concerns I may have?

As a specialist school we strive tirelessly to ensure that all students needs are met. If you feel that your child needs additional help they you are more than welcome to contact their form tutor or the school office.

### Where can I find the setting/school's SEND policy and other related documents?\*

Wightwick Hall School have a wide range of policies available on our website.

Policies can also be found on our MAT website Endeavour MAT

For any other policies or if you wish a hard copy of any policy please contact the school office.

Information regarding the local send offer is signposted on our website

## SEND Policy and other related documents

Please provide links to your SEND Policy and any related documents in the area provided below.\*

Documents to provide include SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy

[Wightwick Hall School Policies](#)

## Teaching, learning and support

How will you teach and support my child or young person with SEND?\*

Ensure that you include:

- How will you support children and young people with SEND with or without an EHC plan?\*
- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education? \* Include examples of personalised intervention programmes and any external teaching and learning, eg outreach
- What additional learning support is available?\*
- How will teaching approaches be modified to meet my child or young person's needs?\*

Every student at Wightwick Hall School has an Education Health and Care Plan which specifies their long-terms and interim outcomes. Prior to starting at Wightwick Hall parents meet with the school and a transition is organised.

Class sizes are small and dependent on the needs of the children. All teaching groups have a

minimum of one teaching assistant, but this may increase depending on the specific needs of the children.

### How will the curriculum and learning environment be matched to my child or young person's needs?\*

Ensure that you include:

- What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)
- What additional learning support is available?
- Who will oversee and plan the education programme?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- Where can I find information on the courses, qualifications and subjects that are available within the setting? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))

At Wightwick Hall we believe that every situation is a learning opportunity and every learning opportunity should be a reflection of who we are preparing our young people to be active members of their community.

Our curriculum is being developed to ensure that it is designed around the needs of our young people. The children at Wightwick Hall School have a vast range of abilities and our curriculum is designed to allow access to a sensory curriculum for our children with the most complex needs, through to preparing our most able learners for public examinations. During year 9 and 10 teachers will be assessing the reasonable adjustments they make in their classrooms in preparation for these to be made during exams.

Due to the varying needs of our young people they are placed in one of three pathways: Hickman House, Willow or Bannatyne.

As well as quality first teaching we also offer specific interventions in maths and English for those who are having a particular difficulty.

Along with daily teaching, there are therapeutic interventions to support the emotional wellbeing of some of our young people.

For those young people who have difficulty with engaging in specific taught lessons we will look at bespoke interventions that match their need and interests.

### How resources are allocated to meet children or young people's needs?\*

Ensure that you include:

- How is your budget for SEND allocated and managed (Budget figures not required) ?
- How would you secure additional funding for a pupil?
- How does your setting further meet need?

Each student's needs are identified through the Education, Health and Care Plan. Staffordshire LA operate a matrix system to determine the level of support funding provided and for some students with exceptional needs additional funding or support can be sought.

At Wightwick Hall we work with a number of local authorities and each one used a different funding system.

### How is the decision made about what type and how much support my child or young person will receive?\*

Ensure that you include:

- The decision-making process.
- Who will make the decision and on what basis?\*

- Who else will be involved?
- How will the parent/carer be involved?\*

As all of our young people have an Education Health and Care plan the support they require is outlined in this plan.

Teachers and teaching assistants will also advise on the strategies that work well in the classroom. Where professionals are involved with the child their reports and advice will be used to inform support being offered.

Parents views and wishes will be discussed during the annual review process.

How will equipment and facilities to support children and young people with SEND be secured?\*

Ensure that you include:

- What resources are available?
- What is the process to secure these resources?

All teaching groups will have access to at least one Teaching Assistant and for groups of students with more significant and complex needs the student to teaching assistant ratio will be higher. The school is supported through the Local Authority by Specialist Teachers.

How will you and I know how my child or young person is doing?\*

Ensure that you include:

- How will you assess my child's progress?\*
- How often will my child's progress be reviewed, and how will this be done?
- How will I know what progress they should be making?
- What opportunities will there be for me to discuss their progress with the staff, or to be involved in review processes?\*
- How will you explain to me how learning is planned?
- What opportunities will there be for regular contact about things that have happened at the setting? (e.g a home/school book)
- What measures do you take to assist communication with parents and carers with SEND?
- How we work with specialist services to support learning

Assessment happens continuously through daily formative teacher assessment. Summative assessment is carried out at the end of topics and this informs future planning.

The work of students is scrutinised throughout the year through internal moderation and assessment reviews across the Trust.

Long term outcomes are assessed and reviewed through the EHCP annual review process and this will inform the short term targets that teachers work with.

All students have a home/school planner and this can form a daily or weekly dialogue between school and home.

In addition to the yearly annual review meeting, parents are invited into school for face to face meetings with their children's teachers at three points throughout the year. Here there is an opportunity to discuss their child's progress in specific subjects and agree on how to support their progress.

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children. This process of transition is very important to us. We work hard to support students, parents and carers throughout the process. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail including any medical or care needs. We offer a friendly and flexible approach to transition and this continues as individuals move between class, departments or to other settings. We work alongside staff, parents, carers and students to ensure this is a positive and as stress free as possible. Assessment

is key and where adjustments need to be made they are done so in discussion with parents, carers and the students (if appropriate).

### How will you help me to support their learning?\*

Ensure that you include:

- How I can help support this at home?
- Do you offer any parent training?

It is key that parents support their children and their learning at home. We encourage parents to check their children's planners and communicate with school via this, email to the form tutor or contact the school office.

Where necessary and appropriate homework is sent home and if parents can engage with this as well as has a positive impact on their children.

We send home a half termly newsletter that keeps parents up to date with events and activities at Wightwick Hall.

Parents are invited to a variety of events held at the school which are always enjoyable. They include (but are not limited to):

- Coffee mornings
- Christmas Craft Faye
- Young Voices performance at the NEC
- Summer BBQ

### How do we consult with and involve children and young people with SEND in planning and reviewing their education?\*

Ensure that you include:

- How will my child be kept up-to-date on their progress, and involved in review processes?\*

Your child will complete a 'child view' for the Education Health and Care Plan annual review. They will sit down with their form tutor or class teaching assistant and complete their My Wightwick Way.

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND?\*

Ensure that you include:

- How does the setting measure outcomes and the impact of the support provided to children or young people with SEND?
- How will you involve parents and carers in this process?
- How will you involve children and young people in this process?
- Does the setting, school or college use feedback mechanisms or surveys?

The annual review incorporates the parent, child, school and other professionals (when necessary) views and recommendations around the support provided for the young people.

The local governing body will receive regular updates on progress and achievement of the young people attending Wightwick Hall School.

Pupil voice is also carried out at various points throughout the year and the outcome of these sessions is fed back to the SLT to consider actions moving forward.

## Safety and wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?\*

Ensure that you include:

- What handover arrangements are offered at the start and end of the school day?
- What support is offered during breaks and lunchtimes?
- What happens during PE lessons, moving between buildings and on school trips?
- What are the settings arrangements for undertaking risk assessments?

For students who arrive or leave on transport there are a number of staff on hand to support the students into or out of the school building providing a safe handover to and from the transport. For students who are brought to school by parents/carers or independently there are a number of staff on hand to welcome them into the school building, at the end of the school day students are escorted out to parents/carers.

We have a robust system in place to safeguard our students this follows the Keeping Children Safe in Education statutory guidance. Our Safeguarding team (lead and deputies) work tirelessly to keep our students safe.

During breaks there are several staff outside with the students, this is the same during lunchtimes. Staff are there to support, supervise and manage the students, however they also engage and have fun with the students, in particular the lunch time football match. We also have lunchtime clubs available for students who wish to take part in these. These clubs include, but are not limited to:

Makaton choir

Quiet club

Movie club

Arts and crafts

Geology/science club

Dance club

Multi sports

All the outdoor areas are regularly monitored and maintained as part of our health, safety and safeguarding duties. Should an accident occur we have staff who are first aid trained and are able to administer first aid on site.

All activities and equipment have their own risk assessment which includes PE lessons and external activities such as weekly shopping.

Any school trips have relevant risk assessments completed prior to commencement through the Evolve system. We have staff who are licensed to drive the school minibus and we ensure staff complete the county's competence tests before transporting any students. The minibus is maintained in school and off school.

We have regular fire alarm drills, as well as evacuation protocols. We identify those students who need additional support during these times and they have their own Personal Emergency Evacuation Plans in place, which are written and shared within school.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?\*

Ensure that you include:

- What pastoral arrangements are in place to listen to pupils/students with SEND?
- What measures are in place to prevent bullying?
- Where can I find details of policies on bullying?
- How do you help children and young people to make friends?

- Is a mentor or buddy scheme available for my child or young person?
- How do you encourage and measure the development of good self-esteem and confidence?
- Do you offer sibling support?
- Does the setting offer a counselling service or a learning mentor?

At Wightwick Hall we pride ourselves on how happy and safe our young people feel. Each young person is assigned to a tutor group and they spend a good deal of time each day with their form tutor and the teaching assistant linked to that tutor group.

Bullying is not tolerated in any way, shape or form. Our Anti-Bullying policy can be found on our website.

We require that all children and staff follow our school code of conduct, being Ready, Respectful and Safe. We feel that this ensures that all children and staff follow the same high expectations.

We have a therapeutic mentoring programme for those young people identified as having need for this.

### How will you manage my child or young person's medicine or personal care needs?\*

Ensure that you include:

- How does the setting manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?
- What would the setting do in the case of a medical emergency?
- How does the setting support young people who have to take time off for medical appointments?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

The school is supported by a variety of specialist professionals who visit the school if this is identified on a young person's EHCP. These include: speech and language, hearing, occupational therapists etc.

The school nursing team have specific days when they are based in the school and meet with students and staff to ensure medical care plans are in place and effective.

We have a key group of staff who are trained in medical administration. There are a number of First Aid at Work staff in all areas of the school.

Staff put in place personal and intimate care routines and in all areas of the school there are staff trained in intimate care procedures.

There are specific protocols in place across the school for emergency procedures and in some care plans there will be specific emergency protocols that all staff will be made aware of.

### What support is there for behaviour, avoiding exclusions and increasing attendance?\*

Ensure that you include:

- Support from external agencies?
- A link to your behaviour policy.\* (add links using the link options at the bottom of the page)

Please see our behaviour policy which can be found on our website.

All of our young people are able to speak to their form tutor or teaching assistant if they are concerned about their behaviour or the behaviour of others. They are also able to raise this with the student council.

## Links to Behaviour policy and external agencies

Please provide a link to your Behaviour policy and links to relevant external agencies sites.

No links provided

How do you support children who are looked after by the local authority and have SEND?\*

Please see our Looked After Children (LAC) and Previously Looked After Children (PLAC) Policy on our school website.

## Working together

Who is involved in my child's education?\*

Ensure that you include:

- Who will be working with my child/young person – include contact details\*
- What is the role of my child's class teacher(s)?

All young people at Wightwick Hall School will have a designated form tutor and group teaching assistant. For our more complex needs children they will have more than one teaching assistant in their classroom. Throughout the day students will come into contact with a number of staff while at break time and lunch time or for their specific taught lessons. You can find a list of staff on our school website.

If you have any questions or concerns you are able to contact your child's form tutor in the first instance or the school office who will direct your request to the most appropriate person.

Support service for parents of children with SEND:

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?\*

All teaching staff have access to and are required to read the EHCP's of the students they teach. They are also given time to read care plans, risk assessments, medical information etc. Teachers share this information (where appropriate) with teaching assistants. Where any changes or important information comes to light it is discussed and shared with the relevant members of staff. This ensures everyone knows how to support the individuals within their team.

Medical and safeguarding information is shared where appropriate.

What expertise do you have in relation to SEND?\*

Ensure that you include:

- What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?
- Does the setting have any areas of expertise with specialist staff, and what are their qualifications?
- What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?
- Does the setting have any formal accreditations, charter marks or awards?
- Does the setting provide disability awareness training?

Our staff have a variety of qualifications that relate directly to SEND. These include (this is not an exhaustive list):

Qualified SENCO  
 1st class degree in Special Needs and Inclusion Studies  
 3 years higher certificate in autism  
 An introduction to neurodiversity  
 Qualified Teacher Status  
 Designated Safeguard Lead training  
 SCIPPr trained  
 First degree in Lego Therapy  
 First degree in Dyscalculia  
 First degree in PECS  
 First degree in TEACCH  
 Counselling  
 Senior Mental Health First Aid Trained  
 Trauma and Attachment

All teaching staff engage in weekly continual professional development, this is a mix of in house and external delivery.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?\*

Ensure that you include:

- How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?
- Which health or therapy services can children/young people access on the setting/school/college premises?

The Local Authority provides support through Educational Psychology, Hearing and Visual Impairment and SEN support and particular children can also be supported through Social Services.

We have a therapeutic mentor who is based in school one day a week.

Your child will need an Education, Health and Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEND (Special Educational Needs) Team.

We have a newly appointed Assistant Headteacher responsible for enterprise and community engagement who is keen to build local and wider community engagement. This has been successful with our involvement this year with Young Voices. We have a strong relationship with the local Rotary Club and the Victorian Society.

Friends of Wightwick Hall are regularly engaging the local community in fundraising.

Who would be my first point of contact if I want to discuss something?\*

Ensure that you include:

- Who can I talk to if I am worried and how do I contact them?

If you have any concerns we strongly advise that your first port of call will be your child's form tutor and they will be supported by one of the phase leads:

Mrs Helen Smith - Willow and Hickman House  
 Mr Michael Gwynne - Bannatyne

If you still have concerns please contact one of the senior leadership team:

Miss Rebecca Griffith - Assistant Headteacher Curriculum and Learning/SENCO  
 Miss Gina Higgs - Assistant Headteacher Behaviour and Wellbeing/DSL  
 Mrs Amy Scott - Assistant Headteacher Enterprise and Operations  
 Mrs Sarah Owen - Transition and Pastoral Manager

The best and most effective way of contacting these members of staff is through the school office.

### Who is the SEN Coordinator and how can I contact them?\*

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

The named SENCO of the school is the Assistant Headteacher Miss Rebecca Griffith.

All form tutors are SEN teachers and should be contacted first as they are able to deal with any issues or will consult with the SENCO if necessary.

### What roles do your governors have and what does the SEN governor do?\*

Note: must include information around looked after children

We share a local board of Governors with Cherry Trees Primary School. Reports on all areas of the school e.g. progress, behaviour, attendance, H&S, finance, and strategic development are presented to these Local Governors. All Local Governors have specific link roles such as 'safeguarding Governors', 'CLA & PP Governors' & 'H&S Governor.' You can view our Governors on our school website.

The Chair of Governors is Mr Denis Cody

### How will my child or young person be supported to have a voice in the setting?\*

Ensure that you include:

- How will my child/young person be able to contribute his or her views?
- How will the setting support my child/young person to do this?
- How do you support children and young people with SEND/LDD in making their aspirations known?
- Do you have any student focus groups, councils or forums within the setting?

Your child will complete their 'child views' section of the EHCP at each annual review. They will also work with their form tutor or teaching assistant to complete their My Wightwick Way document.

Your child will be invited to apply for the student council and if successful they are able to have a say in the running of the school and will have the opportunity to meet with the senior leadership team to represent their peers.

### What opportunities are there for parents to become involved in the setting and/or to become governors?\*

Wightwick Hall School shares a Local Governing Board with Cherry Trees Primary School and each site has one parent Local Governor which is nominated and voted on to the board by eligible parents.

We also have Friends of Wightwick Hall. All parents and friends of the school are invited to get involved in activities that we run. We hold activities such as a Christmas Craft Fayre, end of year summer BBQ amongst other events.

School also invites parents to school activities such as coffee mornings, concerts, parents evenings, etc.

### What help and support is available for my family through the setting?\*

Ensure that you include:

- Do you offer help with completing forms and paperwork or travel plans?
- Who normally provides this help and how can they access this?

Parents/carers are able to contact school if they require support on accessing services or completing paperwork. You are advised to contact the school office and they will direct your request to the most appropriate person.

## Inclusion and accessibility

### How will my child or young person be included in activities outside the classroom, including trips?\*

Ensure that you include:

- What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?
- Do you offer holiday and/or before and after school/college provision? If yes, please give details
- What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How will you help my child or young person to be included?
- How do you involve parent carers in planning activities and trips?

We have a variety of lunch time activities that are available to all young people in our setting. These activities include: dance club, Makaton choir, football, movie club etc.

Our outdoor education curriculum allows for your child to make the most of the grounds our school is set in. This year the young people have been involved in the national Bird Watch which will now be an annual event.

All key stage 4 pupils in Bannatyne and Willow engage in the Duke of Edinburgh Award. This involved community engagement and a residential expedition and no child is excluded from this experience.

Through the curriculum and qualifications that are offered there are a variety of offsite experiences organised for our young people.

Parents are always informed of any upcoming trips and parental consent is always required.

### Provide details of the physical accessibility of the setting?\*

Provide details of the following (this question relates to options available on the search form)

- Wheelchair accessibility of the setting.
- Details regarding accessible toilets and changing facilities
- Facilities for parking (including drop off/ pick up points and student parking where applicable)

Our site is inclusive for all, including fully wheelchair accessible. Learning environments take into consideration a range of emotional, sensory and physical needs.

We use a range of alternative communication methods such as Makaton, PECS, symbols, social interaction etc this is something that is encouraged around school and groups of staff have received training in these methods.

The majority of our young people arrive and leave using local authority transport and we have a specific drop off/pick up procedure in place. For those where parents transport then we have a sperate point that is supervised by a member of staff.

We have limited parking onsite for visitors and although we have some disabled parking we have not yet been required to use these for 6th form parking.

### How accessible is the setting's environment?\*

Ensure that you include:

- How has the environment been adapted to support children with sensory needs?
- How are SEND students supported to access those facilities available to all students?

Please see our accessibility policy on the school website

## Links to accessibility Plan

Where available, please provide a link to your accessibility plan

[Wightwick Hall School Policies](#)

### What forms of communication does the setting use to ensure inclusivity?\*

Ensure that you include:

- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

We use a range of alternative communication methods such as Makaton, PECS, symbols, social interaction etc this is something that is encouraged around school and groups of staff have received training in these methods.

## Joining and moving on

### Who should I contact about my child or young person joining your setting?\*

Ensure that you include (add links using the link options at the bottom of the page):

- Where can I find information on entry criteria? (colleges/post 16)
- Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)

Our admission arrangements can be found on the Trust website

## Links to information

Please provide links to pages in your website or extenal sites where the parent can obtain this information.

## Endeavour MAT Policies

### How can parents arrange a visit to your setting?\*

Ensure that you include:

- What is involved?
- Do you offer Open Days?

Please contact the school office and they will arrange with Mrs Sarah Owen to contact you and arrange a visit.

We offer a tour of the school where you and your child will come into the school, tour and meet with staff and students. You can at this point discuss the needs of your child and what arrangements will need to be in place.

We also offer a bespoke transition period of our school is named for your child.

There will be planned transition days in addition to this.

### How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)\*

Ensure that you include (as applies to your setting):

- What preparation will there be before my child or young person joins you?
- Will you liaise with the child or young person's previous education setting to share information?
- How will he or she be prepared to move onto the next stage?
- What information will be provided to his or her new setting, school, or college?
- How will you support the new setting, school, or college to prepare for my child or young person?
- What work experience opportunities do you offer?
- Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?
- Do you teach life skills and/or independent travel training?
- How will you support independent living and participating in society?
- Do you use job coaches or careers advisors?

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and children and we want to ensure that this is a positive experience for all. This process of transition is very important to us. We work hard to support students, parents and carers throughout the process. We offer a structured induction to your child once they are referred to us. The class teachers will contact you and if appropriate your child's current school to arrange this. We encourage all new children and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other children and staff around the school. The needs of any new child are discussed in detail including any medical or care needs. We offer a friendly and flexible approach to transition and this continues as individuals move between class, departments or to other settings. We work alongside staff, parents, carers and students to ensure this is a positive and as stress free as possible. Assessment is key and where adjustments need to be made they are done so in discussion with parents, carers and the students (if appropriate).

Our curriculum is being designed so that Preparing for Adulthood is at the centre of everything we do. The subjects and qualifications that our young people engage with are building the skills and knowledge that are required to support in moving on at each phase in their lives.

Through the annual review process at year 9, 11 and 13/14 there is a key focus on moving on and preparing our young people for this. They will also have a careers meeting that supports them in understanding their options after Wightwick Hall. In our tutor time programme all young people have a weekly careers focused session.

## Additional information

**What other support services are there who might help me and my family?\***

Ensure that you include (add links using the link options at the bottom of the page):

- Who can I contact for further information and how? (SENDIASS etc.)

You can contact Staffordshire County Council SEND Local Offer

For advice and guidance you can also contact SENDIASS

**Links to other support**

Please provide links to relevant websites which contain additional support information.

[Staffordshire SEND local offer](#)

[Staffordshire SENDIASS](#)

**When was the above information updated, and when will it be reviewed?\***

NOTE: Must be updated annually. Include last updated date in long form (to avoid any confusion)

This information was update on February 2024

This will be reviewed in September 2024

**What can I do if I am not happy with a decision or what is happening?\***

Ensure that you include:

- How can parents give feedback to the setting?
- What is the setting complaints policy?\*

If you still have questions then please contact one of our senior leadership team:

Miss Rebecca Griffith

Miss Gina Higgs

Mrs Amy Scott

Mrs Sarah Owen

If in the unlikely event that you are still dissatisfied then you can refer to our Complaints Policy

**Links to complaints policy**

Where available, please provide a link to your settings complaints policy.

[Wightwick Hall School Policies](#)

**Links to any other relevant sites**

Please provide any links to any other pages in your website or any external site which you feel may be beneficial to the parent when making their school choice.

No links provided

**Confirmation and Declaration**

Please ensure that you have completed the form fully. Click on the 'Submit' button at the bottom of the page to submit this form. Once submitted you cannot alter any of the details on the page.

- I confirm that all details provided are accurate to the best of my knowledge. I have checked the form and provided all relevant information