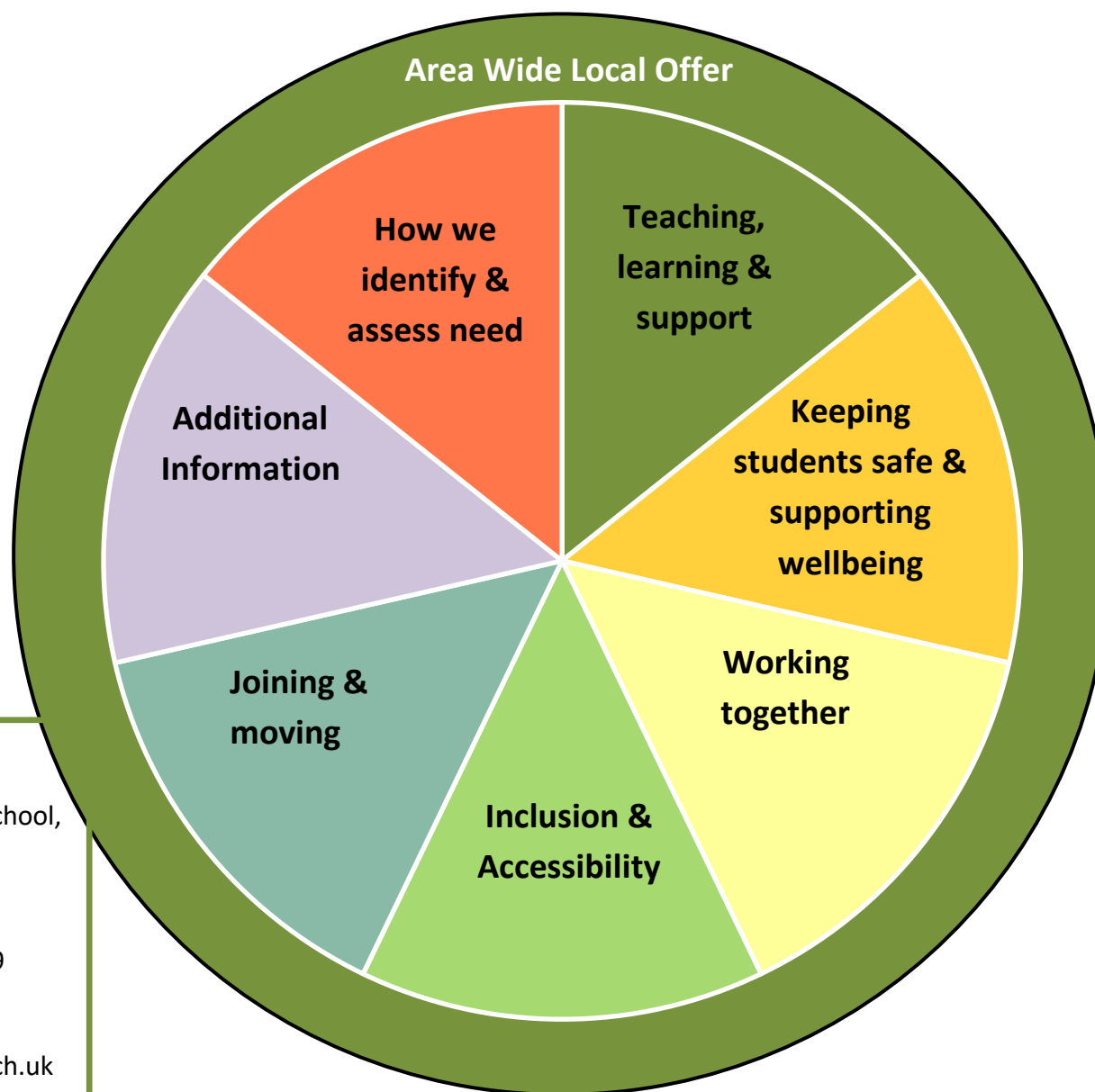


Our Local Offer for Special Educational Needs and/or Disability

Place setting logo here
(if applicable)

Please click the relevant
words on the wheel to be
taken to the
corresponding section.



Headteacher: Alex Steer

School address: Wightwick Hall School,
Tinacre Hill, Compton,
Wolverhampton, WV6 8DA

Telephone number: 01902761889

Email:
enquiries@wightwickhall.staffs.sch.uk

Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs	
How will you know if my child or young person needs extra help? (<i>IRR</i>)	
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 restricts them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. All of our young people at Wightwick Hall School 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.	
What should I do if I think my child or young person needs extra help?	
As a specialist school, we believe passionately in providing all the best opportunities for all of our learners, whatever their need. Our school strives relentlessly to raise aspirations and attainment by providing high quality teaching and learning in a safe and secure environment in which the young people's welfare is paramount and where everyone is valued equally. The school promotes, encourages, supports, and celebrates learning as it is essential to us at school, that we all work to provide an inclusive education which inspires individuals to achieve. We pride ourselves on being Ready, Respectful and Resilient, we do this by ensuring: • Every young person has the opportunity to access an enriched and adapted curriculum. • Every young person's individual needs will be met to ensure they reach their full potential. • Every young person is valued and encouraged to grow as an individual. • To ensure a safe, caring, happy environment for all. • To enable our young people to develop positive attitudes and become independent learners. • To develop and nurture a respect for all. • To provide a stimulating environment motivating all to succeed. • To encourage, welcome and value involvement from parents and carers in all aspects of school life. • To encourage and develop contacts with the wider community. Our young people (age 11 – 19) arrive with an Education, Health and Care Plan (EHCP) stating their special needs and the necessary provision required	

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How we identify and assess needs

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

As Wightwick Hall School is part of a 7 school (4 special educational needs schools) MAT – The Endeavour Multi Academy Trust, some of our policies are written in conjunction with the partner special educational needs schools – Cherry Trees and Two Rivers Schools (primary and high school). We have a wide range of policies available on our website including:

Accessibility Plan,

Admissions Arrangements,

Assessment Policy,

Behaviour in Schools (where you will find information about exclusion)

Health, Safety & Wellbeing Policy.

<https://www.wightwickhall.staffs.sch.uk/page/?title=Policies&pid=17>

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 **<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>**

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

Every young person has outcomes identified by a range of relevant professionals produced in their EHCP. At school we use these outcomes to work alongside parents to produce an Individual Education Plan which outlines medium and short-term objectives. These plans are discussed with parents who can request additional objectives which the school will accommodate if appropriate. The size of each class group is determined by the needs of the children within that group. At Wightwick Hall School all teaching groups will have access to at least one teaching assistant as well as their class teacher. Where classes have young people with more complex needs then there may be a higher adult to young person ratio.

School staff are supported by Speech and Language Therapists, Occupational Therapists and Physiotherapists from the Local Health Service providers. For 1 day a week we have an on-site School Nurse and the school is supported through the local authority by Specialist Teachers. The school is also supported by other health and wellbeing professionals that are sources from outside of the local authority.

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

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

Our curriculum has been developed to ensure that it is designed around the needs of our young people. The young people at Wightwick Hall School have a vast range of abilities and our curriculum is designed to allow access to a sensory curriculum for our young people 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 from year 11 onwards.

As well as high quality 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.

All pupils at Wightwick Hall have access to a broad, balanced, and relevant curriculum which is devised through a pathway approach. Some of our pupils will access formal learning based on the national curriculum and some of our pupils will access a more specialised pre formal approach to learning. Included in this is our focus on developing independent skills - which in turn help us to focus on our employability.

Within the first 6 weeks of entering school children will be given a Baseline Assessment from which targets will be set for their Individual Education Plan or IEP; each child will have an IEP with termly targets set by their teachers and agreed with parents.

Teaching, Learning and Support

Class sizes are small with a high teacher to pupil ratio, enabling individual programmes to be devised to meet the needs of each young person. Personal, as well as academic skills are encouraged. All pupils have an Education, Health and Care Plan.

We have 4 pathways:

- Discoverers (year 7 - 14) - our sensory curriculum for our young people with the most complex needs.
- Navigators (year 7 and 8) - the students in this pathway follow a primary model and have access to specialist teachers for specialist subjects e.g. art, learning outside the classroom, PE
- Pathfinders (year 9 and 10) - the students in this pathway still follow a primary model in terms of reducing the amount of teachers they have.
- Pioneers (year 11 - 14) - our post 16 provision that is focused on preparation for adulthood. This pathway follows a secondary model where students move around the 6th form area to their different subject teachers.

Students gain a variety of qualifications during their time at Wightwick Hall School, ranging from AQA Unit awards, ASDAN, functional skills and GCSE's.

For many of our young people who struggle with their wellbeing or emotions, we put in place alternative approaches to ensure every child thrives this includes counselling, therapy sessions, emotional literacy support and more.

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

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

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)

The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved, then we will follow recommendations made.

As our young people have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually. Parents and carers, as well as, other professional will share their views at the annual review and we at Wightwick Hall School believe this collaborative approach is best.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

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Teaching, Learning and Support

All teaching groups will have access to at least one teaching assistant although for groups of young people with more significant needs class groups will have access to a higher ratio of teaching assistants. The school is supported through the Local Authority by Specialist HI and VI Teachers.

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

We continually monitor children's progress in a number of ways; Daily feedback (verbally and through marking) this formative assessment lets our children know what they have done well and what they need to do next to make more progress. It also informs our teaching staff on how to plan, support and challenge our children. We scrutinise the work of children through the year to ensure that children's learning is challenging, relevant and accessible. We ensure our standards of judgement by moderating work in school. We also work with schools within our MAT to ensure high consistent standards. Progress is also collated summative; this is done for all curriculum areas. We record this data on SOLAR. From this information we can make judgements on progress including next steps. It also identifies where additional support or challenge may need developing. Teaching staff share this information with parents and carers, informing them on whether their child is making progress in relation to expectations set.

Longer term outcomes are set and agreed in the annual review of an EHCP which then inform short term targets known as IEP'S. IEPs are completed three times a year together with progress reports and an end of year school report. However, EHCP and IEP targets are at the forefront of the education and are constantly developed. These plans are discussed with parents who can request additional objectives which the school will accommodate if appropriate.

We conduct a termly assessment of the progress and attainment achieved by our children and young people. This information is collated and analysed to inform children, parents, teachers, school leaders, local governors and school improvement stakeholders of the successes and areas for development with regards to children's progress. The data analysis considers SEN, age, gender, ethnicity, and any other factor that may categorise a child as having additional disadvantage or needs. This includes having due regard for national requirements such as Pupil Premium, Sports Premium, Free School Meals and any other entitlements designed to reduce disadvantage.

Parents are sent updates of progress against these outcomes and there is opportunity to discuss this progress during three Parents' Evenings which take place throughout the year and then again at the end of the year via annual reports. We also aim to keep parents and carers updated on general progress via messages on SeeSaw and Class Charts, or other informal opportunities.

Every child has an Individual Education Plan which outlines medium-term and short-term objectives, and these are discussed formally in an annual review meeting which takes place in school and if required is an opportunity for all professionals and carers to discuss progress, concerns, celebrate successes and plan future provision.

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Teaching, Learning and Support

We encourage parents/carers to be fully engaged with their child's education and communication is encouraged via SeeSaw, calls or face to face meetings.

While we are a specialist setting and have many specialists in school such as nurses, counsellors, therapists, occupational therapists, speech and language therapists etc. we also encourage and welcome other professionals from a range of settings including medical, police etc.

The curriculum at Wightwick Hall School is designed to meet the individual needs of all our children. This children-centred approach aims to be motivating, relevant, broad, and balanced as well as supportive and aspirational. We build our curriculum around the children's Educational, Health and Care Plans, as well as their prior learning and experiences. The curriculum is organised according to the needs of the children.

Support can be wide and varied depending on the need of the individual children's and the stage of their educational journey. We pride ourselves that whatever the circumstance it is our mission to support each individual and where needed signposting or referrals for additional support is always made.

Starting a new school at any age or moving on to another setting can be a very worrying time for parents and young people. This process of transition is very important to us. We work hard to support young people, parents, and carers throughout the process. We encourage all new young people 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 young person 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 classes or to other settings. We work alongside staff, parents, carers and young people 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 most importantly the young person (if appropriate).

Through the curriculum pathways we pride ourselves on promoting a Life-long love of learning that encourages both independence and resilience for all. We promote and support greater independence throughout the curriculum and all areas of development. All staff have high aspirations and expectations for all children and have a clear understanding of how to effectively support and promote independence. Activities and learning experiences centre around the young people's aspirations, interests, and needs. We believe we can provide learning opportunities that prepare young people for adulthood through new experiences, responsibilities, building positive relationships and developing independence.

Additional support comes in many forms such as support staff, visiting therapists, programmes, curriculums, specialist approaches, specialist resources, training for staff, facilities and much more.

How will you help me to support their learning? (IRR)

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Teaching, Learning and Support

We would always encourage parents and carers to support and play an active role in their child's education. Children will take homework home (through SeeSaw), if this is appropriate to their ability. Support to parents is offered by form staff face to face, via the phone or by our communication app and via the website.

We send home monthly newsletters which inform and support parents on matters such as online safety, mental health and wellbeing, safeguarding and other subjects as appropriate. We also share resources and tips to help with behaviour, sleep, sensory regulation, and other relevant topics. We hold regular parent/carers workshops/seminars in school which are delivered by staff or other expert professionals such as the nursing team, occupational therapist, social workers etc. We regularly consult with parents/carers to see what subjects, topics or training they would find most useful.

Since the pandemic, more parents have had the opportunity to support with home learning via Microsoft Teams.

For young people who are struggling to engage with learning in school we have access to a home tuition company to ensure that education is being provided wherever possible. Parents and carers are encouraged to build that supportive relationship with the tutor.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Young people complete 'young persons views' section of their EHCP each year as part of the annual review. They are involved in setting and discussing their own IEP targets where appropriate.

We utilise a 'council' approach to school life and children are encouraged to share their views in all areas – the current council we operate is: School Council

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

Wightwick Hall School has a robust system of self-evaluation relating to all elements of provision.

This includes:

1. The Quality of Education.
2. The Behaviour and Attitudes.
3. Leadership and Management.
4. Personal Development
5. Sixth Form provision.

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Teaching, Learning and Support

The School Improvement Plan derives from the self-evaluation process and Local Governors receive regular updates about the progress made.

All aspects of the school's activities are monitored by the Local Governors' Logistics Committee meetings and Local Governors' Curriculum and Learning meetings which cover:

1. Finance and Buildings
2. Curriculum
3. Health & Safety
4. Staffing & Personnel

Policies and procedures are presented and reviewed by these committees. The school also assesses the way targeted funding is used (Pupil Premium, Sports Premium).

Wightwick Hall School was inspected in March 2022 and maintained its 'good' grading.

We regularly seek the views and opinions of children, parents, carers and staff to evaluate our provision, identify strengths, further areas of development as well as opportunities, via our formal annual questionnaire. We share the findings with all stakeholders and publish questionnaire analysis along with an action plan on our school website.

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Keeping children safe and supporting their wellbeing

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

For young people who arrive or leave on transport there are a number of staff on hand to support them into or out of the school building providing a safe handover to and from the transport. For those 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 young people who need it are escorted out to parents/carers.

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

Keeping children safe and supporting their wellbeing

During breaks there are several staff outside with the young people, this is the same during lunchtimes. Staff are there to support, supervise and manage, however they also engage and have fun with the young people. We also have lunchtime clubs available for those who wish to take part in these.

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 (this included mental health first aid training as well as traditional first aid training).

All activities and equipment have their own risk assessment which includes PE lessons, external activities such as Duke of Edinburgh. These are reviewed at least annually, and equipment externally inspected annually also.

Any school trips have relevant risk assessments completed prior to commencement. These are monitored and reviewed by the senior leadership prior to any off site sessions. We have staff who are licensed to drive the school minibuses and we ensure staff complete the county's competence tests before transporting any young people. These minibuses are maintained in school and off-site.

We have regular fire alarm drills, as well as invacuation and evacuation protocols. We identify those young people 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? (IRR)

We have mental health first aiders onsite along with a wellbeing team – giving us greater scope to provide more support they not only support children but also support families in completing paperwork, finding additional support services etc.

We do not tolerate bullying at Wightwick Hall School. Supporting bullying will not be tolerated. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight. Repeated bullying will be treated very seriously and may result in suspension or exclusion.

We ask that young people follow our code of conduct. At Wightwick Hall School we try to show that: We are Ready, Respectful and Resilient.

More information can be found on our website.

<https://www.wightwickhall.staffs.sch.uk/page/?title=Communications+platforms&pid=132>

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Keeping children safe and supporting their wellbeing

At Wightwick Hall School we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole young person'.

As well as SMSC we also teach 'British Values' through many of our curriculums e.g. PSHE, Geography, History and many more. In addition to this, British Values is often a focus for themed days, charity work, school council, assembly discussions and other activities. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our young people. Our school curriculum offers many broad and balanced opportunities.

At Wightwick Hall School we believe good wellbeing is fundamental to thriving in life. We do lots to raise the awareness of mental health and wellbeing (including themed days, assemblies, etc), we use these to ensure all young people are flourishing. For those who may struggle with their wellbeing we have a tiered approach which offers in school support. These can include chats with a staff member or accessing the wellbeing team. For those who require additional support we offer regular access to therapies, counselling, etc. Finally, for those who significantly struggling they may require all in school support as well as external support from other agencies. This may also include supporting their families.

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

School staff are supported by Speech and Language Therapists, Occupational Therapists and school nurses from the Local Health Service providers.

All teaching assistants and most teachers are trained in medical support such as asthma awareness, allergies, anaphylaxis support, epilepsy and the correct distribution of medication. The nursing team create individual care plans regarding any medical information. There are a number of First Aid at Work trained staff across the site. All medical information is logged using Medical Tracker.

Teaching staff create toileting and personal care plans which are designs to outline how personal care will be delivered for individuals.

We have clear protocol for staff to follow in any emergency. protocols, policies and procedures are recapped regularly, and any training requirements carried out (if required).

We have protocols and policies in place for those who are unable to attend school due to complex medical needs including those who suffer with anxiety-based school refusal. These protocols take into consideration safeguarding requirements as well as social, emotional and educational requirements. Each case is very different and so is the approach taken.

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

Our Student Relationship and Behaviour for Learning Policy can be found on our website:

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Keeping children safe and supporting their wellbeing

<https://www.wightwickhall.staffs.sch.uk/attachments/download.asp?file=478&type=pdf>

All young people have the opportunity to discuss concerns about their behaviour or the behaviour of others to the School Council, which allows their voice to be heard, or their form tutors/class teachers.

Teaching Assistants and our wellbeing team can also support young people.

Those who exhibit challenging behaviours will have an Individual Behaviour Support Plan which is designed to support the children and decrease the severity and frequency of incidents.

If young people require extra support for their behaviour they are able to access, if appropriate:

- Music Therapy.
- Counselling.
- One to one support (Reintegration into school, support during unstructured times and structured times). Wellbeing hub.
- Referrals to Multi Agency support (CAMHS, Independent Futures, Learning Support Team (LST), Midlands Psychology, Individual support from an Educational Psychologist).
- Lego Therapy.

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

Please see our Children Looked After and Previously LAC Policy available on our website

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Working Together

Who is involved in my child's education?

At Wightwick Hall School all teaching groups will have access to at least one teaching assistants although for classes with more significant needs class groups will have access to at least two teaching assistants. You will be informed of who your class teacher will be. You can view staff on our website.

<https://www.wightwickhall.staffs.sch.uk/page/?title=Staffing&pid=22>

If you have any questions, you can contact your child's form teacher, either by contacting them on See Saw, or by phoning the school office, to arrange a meeting.

Alex Steer, Headteacher, The Chair of Governors, Denis Cody can also be contacted via the school office.

Support services for parents of children with SEND include: [Special educational needs and disabilities \(SEND\) - Staffordshire County Council](#)

If you have a general enquiry, would like to speak to one of SEND Family Partnership team or to request information and support please telephone 01785 356921 during office hours. The answer machine is on out of office hours so please leave a message and your call will be returned as soon as possible. Alternatively, you can send an email to: sfps@staffordshire.gov.uk

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 young people that 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. Pathway leaders meet to discuss young people every week. Where any changes or important information comes to light it is discussed. This information is then cascaded to other teaching staff in the classroom. This ensures everyone knows how to support the individuals within their team.

Medical and safeguarding information is shared where appropriate.

All information is kept secure, and staff know and understand that any personal information must be locked away securely as per our GDPR guidelines.

What expertise do you have in relation to SEND? (IRR)

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Working Together

Our teachers are qualified, and many have undertaken further specialist professional development. Our senior leadership team have a range of specialist leadership qualifications including NASENCO, NPQ's in Headship and Senior Leadership.

Our teaching assistants have a range of expertise in delivering additional support and continuing professional development is key to ensuring staff throughout school remain updated and skilled.

We pride ourselves on being fully inclusive and we positively promote all nine of the protected characteristics (as recognised under the Equalities Act).

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

The Authority provides support through Educational Psychology, Hearing and Visual Impairment and SEN support and particular children can also be supported through Social Services - Children with Disabilities Team.

We have a speech and language therapist and an occupational therapist who visits school as and when the need arises.

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.

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

In the first instance we encourage you to contact your child's form teacher. These staff are supported by our pathway leaders and assistant headteachers. If you still have concerns, then please contact the Headteacher:

Alex Steer

If you have a safeguarding concern, please contact Susan Green

Additional Safeguarding information:

If a child is in immediate danger, please call 999
Call Staffordshire Children's Advice and Support: Phone: 0300 111 8007
(Monday – Thursday 8:30am – 5:00pm Friday 8:30am – 4:30pm)

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Working Together

Emergency Duty Service: (Out of Hours) Telephone: 0345 604 2886 Mobile: 07815 492613
You can also visit the Staffordshire Safeguarding Children's Board for more information.

[Home - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)

Who is the SEN Coordinator and how can I contact them? (IRR)

The Named SENCO for our school is the Assistant Headteacher, Rebecca Griffith.
All class teachers will be SEN specialists so can be contacted regarding any issues.

What roles do your governors have? And what does the SEN governor do?

We share a local board of Governors with Cherry Trees Primary School and Wighwick Hall School. There are two committees, Curriculum and Learning Committee and the Logistics Committee. 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

<https://www.wightwickhall.staffs.sch.uk/page/?title=Governors&pid=13>

We also have one designated looked after teacher – Gina Higgs.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

Young people complete their 'views' section of their EHCP each year as part of the annual review. They are involved in setting and discussing their own IEP targets where appropriate.

Wightwick Hall School have a wellbeing team who are on hand to listen to young people's concerns and support them. A number of staff offer additional 1:1 or small group support where young people can share their views unhindered. Where communication is a challenge, we ensure other support such as Makaton, PECS can be used to help young people share their voice.

Young people are also involved in the running of the school through the School Council.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

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Working Together

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

School also invites parents to school activities such as coffee mornings, special events etc.

What help and support is available for my family through the setting? *(IRR)*

We offer family support, through our outreach TA, DSL and wellbeing team, who is there to help with paperwork, strategies and signposting.

We also support parents and families with several workshops which are offered throughout the year. Themes are often based on need identified within school or by parents/carers.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

External trips outside of the classroom are a developing part of our curriculum.

For young people in our Sensory pathway we offer community visits to café, shops and places of interest. This is aimed to support independence and life skills in the local community.

Termly trips based on the curriculum and well-being are starting to be offered to the rest of the school.

Our lunchtime clubs which are free include activities such as music club, football club, to name a few.

How accessible is the setting's environment?

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

When communicating with those whose first language is not English, we use assistive technology or an interpreter. We also use a range of alternative communication methods such as Makaton, PECS, symbols, social interaction etc this is something that is encouraged around school and staff received training in these methods.

Fully Accessible ☐

Partially Accessible ☒

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Inclusion & Accessibility

Not Accessible ☐

.

Are disabled changing facilities available? Yes ☒ No ☐

Details (if required)

Are disabled toilet facilities available? Yes ☒ No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒

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Inclusion & Accessibility	
No ☐	
Details (if required) We also have minibuses with tail lift facilities.	
Do you have disabled parking spaces for children (post-16 settings)? Yes ☐	
No ☒	
Details (if required) Parking is tight onsite and, although we have disabled parking spaces, have never been required to use them for post 16 as yet. This would have to be under discussion regarding need due to limited spaces.	

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Joining and moving on	
Who should I contact about my child or young person joining your setting? (IRR)	
Our Admissions Arrangements can be found on our website Endeavour MAT	
How can parents arrange a visit to your setting, school or college? What is involved?	
We offer all prospective parents a tour of the school. We hold a new parents information morning prior to your child starting our school.	
How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)	
Starting a new school at any age or moving on to another setting can be a very worrying time for parents and young people. This process of	

Joining and moving on

transition is very important to us. We work hard to support young people, 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 young people and parents to visit us, where we give a tour of our facilities and give an opportunity for parents to meet the other students and staff around the school. The needs of any new young people 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 young people 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 young person (if appropriate).

Our aim is to equip our young people with the skills, confidence and experience to become positive and valued members of society. When the time comes for your child to move on we will liaise with the receiving school or setting and follow their transition process. We will enhance this with social stories and an extra visit if necessary. We have a carefully planned curriculum that reflects the need to develop these skills. Our curriculum prepares our learners for life in modern Britain and raises aspiration for employment.

We will support our young people in attending open days and transitions ready for the next stage of their lives. .

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

You can contact Staffordshire County Council SEND Local Offer

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

For further information about services to support your child

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info** and is signposted on our website

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

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

If you still have concerns, then please contact the pathway leaders or one of our senior leaders:

Helen Smith – Discoverers and Navigators

Rachel Garen – Pathfinders

Rebecca Griffith – Assistant Headteacher/SENCO/Pioneers Lead

Gina Higgs – Assistant Headteacher Behaviour and Wellbeing

Sarah Owen – Leader of Pastoral Support and Transition

In the unlikely event that your concern is not resolved then please contact our Chair of Local Governors. This information is on our website.

<https://www.wightwickhall.staffs.sch.uk/contact-us>

Our complaints procedures are outlined in our Complaints Policy.

<https://www.wightwickhall.staffs.sch.uk/attachments/download.asp?file=286>

Ultimately parents have recourse to the Secretary of State at the time if the situation has not been resolved.

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Additional Information

Type of Setting *(tick all that apply)*

- | | | | | |
|--------------------------------------|--|---|---|---|
| ☐ Mainstream | ☐ Resourced Provision | ☒ Special | | |
| ☐ Early Years | ☐ Primary | ☒ Secondary | ☒ Post 16 | ☐ Post 18 |
| ☐ Maintained | ☒ Academy | ☐ Free School | ☐ Independent/Non/Maintained/Private | ☐ Other (Please specify below) |

DFE Number

District

- | | | | |
|---|------------------------------------|---|---|
| ☐ Cannock | ☐ Lichfield | ☐ East Staffordshire | ☐ Tamworth |
| ☐ Newcastle
Staffordshire | ☐ Moorlands | ☐ Stafford | ☒ South |

Specific Age range

11 – 19 (year 7 – 14)

Number of places

178

Which types of special educational need do you cater for? *(IRR)*

- ☐ inclusive mainstream school ☒ special school

Offer specialisms in. Tick all those that apply.

- | | |
|--|--|
| ☒ Resource for autism | ☐ Resource for social, emotional and mental health |
| ☒ Resource for cognition and learning difficulties needs | ☒ Fully accessible environment – for pupils with physical or sensory |
| ☒ Deaf friendly | ☒ Resource for moderate learning difficulty |
| ☐ Resource for physical disability | ☒ Resource for profound and multiple learning difficulty |

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Additional Information

- ☒ Resource for severe learning difficulty
- ☐ Visual impairment friendly

- ☒ Resource for speech, language and communication needs

Other specialist support/equipment:

- ☐ Specialist technology

Comment:

- ☐ Rebound trampoline
- ☐ Accessible swimming pool
- ☒ Outreach and family support
- ☒ Bought in support services
- ☒ Sensory room/garden

- ☐ Hydrotherapy
- ☒ Medical
- ☒ Therapy services
- ☐ Hearing loop