



Welcome to Wellington

Transition information for
students with SEN

Every teacher is a teacher of SEN



An Introduction

Welcome to Wellington School. As part of the transition process we have spoken to all primary schools about the students who will be starting with us in September and your child's school have let us know that they have had some extra support during their time at primary school and they might need some extra help at Wellington. We know that moving to secondary school seems daunting for most children, but can be even more of a challenge for children with additional needs; so we hope this guide will help settle as many nerves and offer as many tips as possible.

You have been sent this booklet as part of our process of getting to know new students and their families. You will find some useful information in this booklet about the support we can offer your child and some tips for supporting them with the transition process.

It is really important that you keep in touch with us, so if you have any problems, questions or queries please do not hesitate to contact either:

- **Miss Hodges- Director of Year 7/Transition**
or
- **Mrs Cooper -Assistant Headteacher with responsibility for SEN and KS3**

Both of us will be monitoring the progress of your child whilst they settle in so we can make sure they get the right level of support.

We will also be making sure the staff who come into contact with your child are aware of any extra help they may need.

You can find the school's SEN policy on the school website, but if you would like a paper copy please contact the school office, who will be able to get one to you.

We're really looking forward to working with both you and your child to ensure they are happy, confident learners who make fantastic progress- academically, socially and emotionally.



How are Special Educational Needs identified?

It is of paramount importance that all pupils starting at Wellington School with an identified additional need are catered for. During your child's Y6 year, the Transition Lead visits every feeder Primary School. Information about students with SEN is collated, which includes a pen-profile, any prior attainment data and any medical information.

We will also ensure that the appropriate information is shared with all of your child's teachers. Sometimes this may be done electronically, at other times we may call a small meeting where we can talk about a pupil's needs in detail. At all times the SEN Lead will maintain a current SEN register, easily accessible by all staff.

Of course, there are some situations where learning difficulties only come to light once a pupil has started with us. If necessary, after concerns have been raised by either staff, parents, TAs or pupils, further investigation will take place and the relevant information will be shared with all staff via the SIMS database.

Should a student's need require outside agency support, this will be discussed with parents/carers and permission gained.

As we get to know your child, we may decide to alter the status of their SEN need on our SEN register. For example, moving them up to SEN support or moving them to SEN monitoring. With the exception of an EHC Plan, it is the school who determines SEN status - though always with the input of stakeholders, including parents.



Who's who?

A bigger school, means a lot more staff. Though this can seem daunting, it actually means all of the staff work in specialist roles. These are the different people you may need to contact:

Classroom Teachers - Your child will have a different teacher for each subject, all of these teachers will be aware of the needs of all children and will be trained to support those needs. If you have any questions or concerns about a particular subject, you should contact the class teacher first.

Form Tutor - Your child will be put into a tutor group and they will see their form tutor every morning and afternoon. The form tutor has responsibility for looking after the pastoral needs of the students in their tutor group. You should contact the form tutor if you have any questions or concerns about your child's general wellbeing in school.

Teaching Assistants (TA) - In some classes the teacher will be supported by a teaching assistant who is an SEN specialist and will provide more intensive support in the classroom setting. There are currently six TAs at Wellington.

Pastoral Manager (Mrs Dunne) - Mrs Dunne has overall responsibility for the attendance, punctuality and general welfare of the year group.

Director of Year (Miss Hodges) - Miss Hodges has overall responsibility for the academic progress of the year group. You should contact Miss Hodges if you have concerns about your child in a range of subjects.

Assistant Headteacher (Mrs Cooper) - Mrs Cooper has responsibility for SEN, Pupil Premium and Key Stage 3 at Wellington, if you have any concerns that can't be sorted by other members of staff you are welcome to contact Mrs Cooper.



How can I help my child with transition?

Organisation

Having to carry their equipment, follow a new timetable and remember different things on different days is a challenge for most new students, your child won't be alone!

- Support your child in packing their own bag the night before- don't do it for them.
- Have a clear pencil case so it is easy to locate where each item is and check each item is in there.
- Have the timetable and homework schedule displayed at home so it is a clear point of reference.
- Keep PE kit in school with their form tutor and just take it home to wash at the weekend.
- Make sure everything is named (from pencils to socks!)
- Have a folder which contains a plastic wallet for each subject to keep any loose sheets or homework in.
- Develop a clear evening routine of checking the planner for homework, doing homework and then packing their bag.

Making friends

This is a common worry for most students, but we recognise it may be more difficult for some students than others.

- Encourage your child to talk about their day each evening, ask them where they went at lunchtime, who they played with etc...
- Report any concerns you may have after the first few days to us at school.
- Encourage your child to attend as many lunchtime and afterschool clubs as possible, these are a great way to meet new people who have similar interests.
- Encourage your child to go to 'Our Space' at lunchtime - a dedicated space for students who lack confidence at social times
- Keep in regular contact with us at school, so we can monitor and support your child.



Frequently Asked Questions

My child is feeling anxious about starting Secondary School- how can I help?

All new students will feel nervous and a little worried about starting a new school, this is completely normal. It is important to remember that although the school is bigger, class sizes are the same size, school is structured and we have strong routines.

- Start preparing for the move from early on. Run through the new opportunities that will be available to them such as new lessons, clubs and trips (see the website for these).
- Make sure you are very positive about the move with your child, if you are feeling anxious yourself don't let this show.
- Get in touch with us at school before the summer and we can invite your child in for an access visit to get them used to the surroundings.
- Have a very strong routine for the mornings, with set times for waking up, getting up and leaving. If they become anxious encourage them to get in to school, rather than taking the day off. It is advised that these routines are displayed at home and practiced before September.
- Reward them for successfully completing the routine each time.
- **Complete a Pupil Passport for your child and return it to the main office before the end of the summer term (see last page).**

What if my child needs to take medication?

- First Aiders are always on duty.
- Staff of particular students receive additional training from nurses, such as the epileptic nurse and diabetic nurse.
- Care Plans are updated through the year.

If your child needs to take medication during school hours, it needs to be stored at pupil reception. Your child will be allowed to leave their lesson at the times they need to. Please drop the medication in to school reception, clearly labelled with the times and dosages.



How are SEN pupils' needs catered for?

- The Wellington School philosophy is that ***every teacher is a teacher of SEN***. Staff receive specific and on-going training to cater for students with learning barriers to enable pupils to access the curriculum area.
- All staff are trained in how to differentiate their lessons, to ensure that all learners receive Quality First Teaching. They also receive regular in-house and external CPD training.
- All staff have access to every child's pupil passport and the SEN register, which, through SIMS, they can refer to at any point during the lesson, or the school day.
- The Learning Support team meet weekly to share information and share good practice.
- TAs are sometimes linked with departments within their specialisms.
- SEN advice is a regular agenda item at year-team meetings, department meetings and whole staff briefings. Any staff concerns or requests for help/training are emailed to the SEN Lead who then follows these up appropriately.
- Whole school progress data is analysed on a half-termly basis checking on the progress of your child and identifying, planning delivering targeted intervention and additional support.
- The SEN Lead monitors the SEN group data regularly.

What extra help will my child get to help them with their academic progress?

At Wellington we really believe that all of our students are unique and therefore the support offered to each child may be different. Once we are fully aware of your child's needs we will provide the support most suitable to them. This may come in the form of:

- Smaller class sizes
- A specialised curriculum
- Extra classroom support with experienced classroom assistants
- Small group support out of lessons with a higher level teaching assistant or teacher
- Before school, lunchtime or afterschool intervention sessions
- Classroom assistant support at homework club
- 1:1 or small group support during form time



What extra help will my child get to help them with their social and emotional progress?

- Buddy systems with older students who have been trained to support younger students.
- A staff mentor to guide them through the challenges of transition.
- Access to 'Our Space' a designated room at social times that is set aside for less confident students and manned by older students.
- Support from a classroom assistant on development of social skills.
- Lunchtime and afterschool intervention activities.

What pastoral care will my child receive?

- A long time goes into carefully planning the tutor groups so that pupils have the opportunity to make new friends and to be supported by identified peers.
- The SLT- SEN Lead, Director of Year and Pastoral Manager are in regular discussion about the progress and well-being of pupils.
- We have access to a School nurse and councillor should the need arise.
- The pupils can use "Our Space" during lunchtime.
- Where appropriate, the school can refer pupils to outside agencies for alternative provision to cater for their emotional and social needs.

The Pupil Passport

Wellington School uses Pupil Passports to help tailor lessons to suit individual needs. Pupil Passports will be given to each of the teachers who will come into contact with your child.


There is a blank Pupil Passport in your parent pack which accompanies this booklet and I would be grateful if you could complete this with your child and return it to me in school as soon as possible, ideally on the **New Pupil Day on 6th July**. This will enable all the staff who are going to teach your child prepare for September and make sure that any help that is needed is in place before your child joins us. If you would like to include any other information (a letter from you detailing how you would like school to support your child, copies of any reports from outside agencies or information from your child's primary school) then this would be extremely helpful too.

On the next page is an exemplar Pupil Passport to assist you.

Pupil Passport- Example

We keep a wealth of information on all our students- this document is solely for class teachers.

Please complete the Pupil Passport for New Pupil Day if possible- please either complete by hand and detach the sheet/or alternatively there is an electronic copy under SEN on our website- please feel free to email it to admin@wellington.trafford.sch.uk

Wellington Pupil Passport		
<p><u>I like:</u></p> <ul style="list-style-type: none"> • Rewards for good behaviour • Football – I play for two teams! • X-Box • Lessons with lots of movement 	<p>Name: Joe Bloggs</p> <p>Diagnosis: ADHD</p> <p>Status: <u>EHCP</u></p> <p>SATs Scores:</p> <p>Maths: 96 Reading: 102</p> 	<p><u>I struggle with:</u></p> <ul style="list-style-type: none"> • Focusing – I day dream • Sitting still • Getting my ideas onto paper • Starting a task
<p><u>The help I receive is:</u></p> <ul style="list-style-type: none"> • I take medication twice a day • During my SATS a TA sat with me • I see a doctor for a review once a year • I liked having a male role model in Year 6 and was allocated a male class teacher 	<p><u>It helps me when:</u></p> <ul style="list-style-type: none"> • My teacher says my name before giving me an instruction • The teacher gives me a few words to start my sentences • I have blue tack to play with • I sit near the front, near the teacher • I don't have to copy too much • You tell my Mum I've done well 	<p><u>I will help myself by:</u></p> <ul style="list-style-type: none"> • Asking when I don't understand • Putting my hand up before shouting out • Telling staff when I feel angry or upset about something

Please don't panic- we keep a wealth of information on all our students. This document is solely for class teachers who may teach hundreds of students in a week. This is about the main points you want class teachers to know, so your child can make the best progress in the classroom. We respect all student's privacy and highly confidential information is stored separately and only shared when necessary.

Please keep information to a minimum- what do you want teaching staff to know about your child in order to best help them **in the classroom?**

Please note you are not expected to add SAT scores/SEN status – we will do this for you.

I like:

Wellington Pupil Passport

I struggle with:

Name:



Diagnosis:

Status:

SATs Scores:

Maths:

Reading:

The help I receive is:

It helps me when:

I will help myself by:

