



The William Henry Smith School & Sixth Form SEND Information Report

Policy Details

Status:	Statutory
Frequency of review:	Yearly
Lead member of staff:	Sue Ackroyd
Last reviewed:	Autumn Term 2023
Next Review Date:	Autumn Term 2024
Policy Number:	WS50

SEND Information Report

William Henry Smith School & Sixth Form

The William Henry Smith School & Sixth Form

Boothroyd

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Key contact for enquiries:

General: general@whsschool.org.uk

Admissions/enquiries: admissions@whsschool.org.uk

Age range, gender and specialist provision

William Henry Smith School & Sixth Form caters for boys between the aged of 5-19 with a range of complex social, emotional and mental health challenges. We also meet additional needs that relate to specific learning challenges and common diagnoses amongst our boys include ADHD and Autism, FASD and other communication and sensory associated difficulties.

Capacity 87

www.whsschool.org.uk

www.gov.uk/government/organisations/ofsted

Any other important information

Our enhanced provision includes education, care, health and therapeutic intervention and support; speech and language and occupational therapy. The school has an extensive therapy team and our Learning Mentor Teams play an active role in supporting students through the 24-hour curriculum.

We have a weekly day (Monday to Friday) and residential provision with a variety of flexible arrangements which includes a part residential placement, part weekend and outreach work in home areas, enhanced by family support and occasional on site weekend stays.

The following questions have been developed by and may be of particular interest to children and young people

1. How will the school know if I need extra help?

Before you start you will have had the opportunity to visit the school, meet our dedicated Admission and Learning Support Worker and tell us what you feel you need. We will also have read reports from people who have worked with you in the past. Once you start at William Henry Smith School & Sixth Form, staff will work closely with you, listening and responding to your range of needs. You will have time with different staff from across the school to see if they need to give you extra help, such as drama, music or art therapy. We will also want to see where we can help with your academic subjects and reading and writing, and how we can you develop your social and life skills. Other specialists will help break down the challenges to help you access activities and develop skills (these are called Occupational and Speech and Language Therapists).

Before you become a student you will have had the opportunity to visit with your parents/carers and other people who are important to you. We also have booklets that explain what happens in school and some useful answers to questions you might want to ask. Learning Mentor Teams consist of your Learning Group (Class) Teacher, several care staff, your Key Worker and Learning Support Staff:

- Listening and talking to you
- Listening and talking to your parent(s)/carers
- Listening and talking to staff in school who know you
- Reading any information that school has been sent about you.

2. What should I do if I think I need extra help?

All the staff at school will be happy to help you and give you advice but you will also have key adults you may wish to talk to:

- Key Worker
- Learning Group Teacher
- Your Primary Therapist

These 3 people will be introduced to you once you start at school.

3. If I have difficulty taking part in school activities what different arrangements can be made for me?

Staff at the schoolwork very hard to make sure that all young people can access the activities at school.

For some young people who have particular specific difficulties in some areas, we may provide:

- An increase in the level of support you receive
- Particular resources to help you access the learning experience

- A personalised programme of learning opportunities.

At William Henry Smith School & Sixth Form, we work to personalise your timetable to meet your learning needs. There are always adults around you to help and support you.

Care staff will always look at ways to help you join in activities. We want you to enjoy your time at school and so we plan to do things we know you like, as well as things that you may not have tried before. We will help you to try new things and will never ask you to do something we know you can't yet do.

4. How will I participate in planning my targets?

You will help plan your targets in several ways:

- With your Learning Group Teacher and Key Worker, so that you are clear about how to make progress with a focus on developing learning behaviours
- With your subject teachers so that you are clear about how to make progress in specific subjects
- With your Learning Group Teacher and Key Worker to agree outcomes for your individual education, health and care plan.

Your Key Worker can be any adult from across the school, however, they must be matched to you and your specific needs, and all Keyworkers must have always received training on how to be a Keyworker. Your Key Worker has responsibility to help you with all aspects of your time at William Henry Smith School. They will have time to talk with you and look at appropriate targets for you to achieve. They will also help you complete your views for your Education, Health and Care annual review.

5. How does the school know how well I'm doing?

An important way is through the teaching staff giving you feedback on your schoolwork.

We also award certificates and learning tokens ~~and vouchers~~ for engagement and contribution to learning during the day and during social care time. Individual success is celebrated every Friday in assembly.

Student progress is regularly discussed and recorded by staff and shared with students and parents/carers through meetings, phone calls, consultation days and reports. The progress of all students is overseen by the Head of School, the Head of Residential Services ~~and the Head of Therapy~~, with a strategic overview from the Senior Leadership Team and through progress meetings.

6. Who will help me to be more independent in school?

All school staff will help you to develop your level of independence, and this is achieved through the range of classroom opportunities, social care activities, trips to support your learning, residential ~~camp~~ and holidays, independent travel training, school jobs and college links.

The evening programme of support and learning opportunities (both on and off site) are designed to help you develop the skills you will need to be as independent as you can be. The Care staff also work closely with your parents/carers so that they know what areas you are working on, and how well you're doing. We hope that you can learn to use some of these skills at home.

The school recognises your achievement in social progress through a social progress ladder which starts at Induction and moves through to Bronze, then Silver, to Gold and finally to Platinum; students are supported to apply and present evidence (such as attendance certificates and witness statements, which show your progress in communication, relationships with peers and adults, your ability to look after yourself and take responsibility for your learning and well-being.

7. Who will help me to be more independent in my community?

All the skills you develop are transferable. This means that you can use them wherever you are. By working closely with you and your parents/carers we will not only help you develop skills that allow you to be more independent, we will also help you use those skills in different environments such as your home community. Care staff will provide support during weekends and some holidays to help you to transfer skills to your own community. The Family Support team will help your parents/carers to make small changes to enable you learn how to manage yourself and to become more independent.

8. How will my parents/carers be supported to encourage me to be more independent?

We communicate with parents and carers regularly through emails, telephone calls and visits and have face to face meetings through parent/carer consultation days, open days (3 formal events through the year), annual reviews, curriculum letters, termly newsletters and through our Family Support team. We will also help by working with your parents/carers at home to help establish your independence skills.

Through this communication we can offer help and guidance to increase the independence of all young people by providing supportive resources/strategies and/or information on how to access additional provision that promotes self-care and life skills.

In Sixth Form, we support students to college or other further education, help increase independence and access to the local and their home community facilities.

9. Who should I speak to if I'm worried about something?

If you are worried in school, we would ask that you speak to someone as soon as possible about it. You can talk to any member of staff in school (or through the schools independent person. You may want to choose from:

- Your Go To people
- Learning Group teacher
- Primary therapist

- Key Worker
- Nurse
- School Social Worker

You can always speak to your parents/carers and ask them to tell school about your worries if you don't feel comfortable talking with school staff.

If you have a Social Worker, we can arrange for you to talk to them - either by phone or face to face.

There are also several organisations that you may wish to talk to, such as Child line or the Children's Rights Commissioner. The phone numbers for these organisations are on posters around the school.

We have seven people responsible for child protection and an active Student Voice team who you can talk to if you feel you are having a difficulty and they will work with you to help and manage any problems.

10. How do school staff get extra help from other experts?

At our school we have lots of expert people that we can get help from daily, through asking their advice or setting up opportunities for you to meet with them. These experts include:

- Teachers
- Learning Support staff
- Residential Social Care workers
- Speech and Language Therapists
- A Clinical Psychologist
- Nurse
- Occupational Health Nurse
- Literacy and numeracy specialists
- Occupational Therapists
- Therapists
- Child Protection Officers
- Family Support
- Big Talk

If we need more help we can contact a range of professionals from education, health and social care departments from your local authority.

11. What help is there to get me ready to start college?

Young people at William Henry Smith School and Sixth Form have the opportunity to visit colleges with their Key Workers or our 16+ staff, who are always available to offer advice and guidance. The programmes that we support at local colleges are designed to develop the skills that you will need to

successfully apply for higher qualifications or move to the career of your choice when you are ready.

12. What help is there to get me ready to start work?

Through meetings we have in school, our careers team and external advisors will help you prepare for starting work. We can offer supported College placements in the community which offer a wide range of qualifications which include Level 1 and Diploma Level and beyond, to ensure that you have the necessary qualifications; Work experience and school jobs also give you the knowledge and practical skills to help you prepare and try out roles associated with real life work.

The following questions have been developed by and may be of particular interest to parents and carers

1. How will I be involved in discussions about and planning for my child's education?

We encourage regular communication from the day you and your child first look around the school. While we have formal meetings such as annual reviews and parent/care consultation days to consider progress and provision, we also work with parents through their preferred medium (phone calls, email or home/school diaries) to maintain regular communication.

We believe in working in partnership with parents/carers in order to achieve the best outcomes for children and the family too.

2. How will school staff support my child?

Upon entering William Henry Smith School your child's needs will be assessed by all the professionals within the Therapy/Education and Care departments during the 15-week assessment period. From this we are able to establish your child's needs and put together a bespoke programme for them, utilising the wide range of resources available to us. Your child will be given any individual therapy and support needed by professionals within our integrated provision. In addition, all students have 3 key staff who are responsible for monitoring provision and progress:

- Key Worker
- Learning Group Teacher
- Primary Therapist

The houses are managed by teams of qualified and experienced Care staff. The Care staff work very closely with teachers, learning support staff, therapists and the school nurse in order to meet individual need and this integrated approach is at the heart of all the school's practice. This allows us to provide a consistent approach to supporting each young person across the 24-hour curriculum.

3. How will school work be changed to match my child's needs?

All Learning Groups have access to Learning Support staff to support with the delivery of an integrated approach to learning across the 24-hour curriculum. This along with a wide range of in-house professionals provides appropriate strategies and interventions. Care staff and other supporting staff offer support during the day to help students access the day time curriculum and

often Key Workers offer individual targeted support.

The learning resources used within school are also available in house, thus ensuring a consistent approach to supporting the development and progress of all students in all areas.

4. What support will there be for my child's emotional health and well-being?

Good emotional health and well-being is essential for personal development and learning and our whole staff team are experienced in supporting and monitoring students' development. Psychotherapists, Speech and Language and the Occupational Therapy team provide input to all students following assessment and play a vital role in classrooms and residential care too. We also have well established pathways to contact external support where necessary.

We are very aware that some young people internalise their feelings and, as such, it is imperative that good communication and links between school and home are maintained.

5. What specialist services and expertise are available to the school?

At our school we have a wide range of professionals that provide advice, direct input and therapy, on a daily basis, these include:

- Teachers
- Learning Support Practitioners
- Residential Care workers
- Speech and Language and Occupational Therapists
- A Clinical Psychologist
- A School Nurse
- Curriculum specialists
- SENDCo

If we need to look outside the school for advice we have contact with a wide variety of external services across ~~th~~, education, care, health and therapy. ~~e~~ If there are other professionals involved with your child, we will keep them informed of their progress and work closely with them throughout your child's time at school. Any professional involved with your child will also be invited to attend their annual review.

6. What training do staff have who support children with special educational needs and disabilities?

Training requirements and access to suitable learning and development is closely monitored at William Henry Smith School for all staff to ensure that we maintain a broad yet bespoke skill base and keep up to date regarding new initiatives and developments. All staff receive a bespoke training according to their job role, however, all staff receive core skills training and learning and development opportunities. This is overseen by a dedicated Senior Leadership Team role which

focuses on organisational and workforce learning development.

7. How will my child be included in activities outside the classroom including school trips?

All students have full access to learning opportunities and activities outside the classroom and school trips, supported by their individual positive behaviour support plans, which are reviewed on a regular basis, and specify triggers and diffusers, and support.

Residential students access a broad range of evening learning experiences and activities. Many of our students access local clubs and community facilities independently or with small groups supported by members of staff. Students on part residential placement access a variety of activities, often until 8pm, and occasionally by agreement overnight; our day students are invited to be part of activities on some evenings and some may stay overnight by agreement where funding has been agreed.

All students have the opportunity to take part in our summer term residential holiday week where there are a diverse number of learning experiences available to build upon skills, learn new ones and further embed relationships.

8. How physically accessible is the school and to local colleges?

William Henry Smith School & Sixth Form is situated within Rastrick.

The school and residential accommodation are housed in the grounds. All classrooms and therapy rooms are easily accessible without climbing stairs. All bedrooms are all on first floors.

Our Sixth Form residential provision is based on site. Local colleges are easily accessible via a good network of public transport; students are supported to access placements off site.

9. When my child starts school/college what kinds of support will there be?

Upon entering William Henry Smith School your child's needs will be assessed by all the school's professionals, during induction and up to the 15-week assessment. From this we are able to establish your child's needs and put together a bespoke programme for all young people, utilising the wide range of resources available to us. Your child will be given any individual therapy and support needed by professionals within the therapy team. In addition, all students have 3 key staff who are responsible for monitoring your child's progress and well-being.:

- Key Worker
- Learning Group Teacher
- Primary Therapist

Residential groups are managed by teams of qualified and experienced Care staff. Care staff also work within the school and liaise closely with education staff, therapy and health teams, regarding specific needs of individual students. This allows us to provide a consistent approach to supporting

each young person across the 24 hour curriculum.

10. What kinds of support will there be to prepare my child for their next school/college placement?

As your child moves through school a number of meetings will be held to clarify their future needs and appropriate transition to further education. With access to our careers team, and careers/connexions services, a bespoke plan will be created to ensure that young people are fully supported in preparation for future placements. This will include college visits and a range of life skills programmes in sixth form.

635 around developing independence, social skills, travel skills and work-related learning. We have close relationships with a range of college providers and a proven track record in successful transition.

Where appropriate, work experience placements are arranged in the local community or in school.

11. How are the school's resources allocated and matched to my child's special educational needs?

During your child's 15 week assessment period at school their needs will be assessed by all in-house areas of the school (this will include observation and professional conversation). Through regular reviews, termly assessment, multi-agency meetings, the annual review and regular opportunities to review, discuss and amend resource allocation in line with progress made and changing needs, resources will be matched to ensure individual children's special educational needs are met.

12. How is the decision made about how much support my child receives?

During your child's assessment period at William Henry Smith, their needs will be assessed by all in-house departments and professionals. This will result in the creation of a bespoke support/intervention package.

Regular reviews, through testing and forums such as progress meetings and the annual review provide regular opportunities to review, discuss and amend resource allocation in line with your child's progress and their changing needs.

13. In what ways are parents involved in the school?

Throughout the year we have several open days and consultation days and meetings that parents and carers are encouraged to attend and contribute to. We also have a family support network which includes regular support for families from trained professionals. Good communication with parents and carers is central to student progress and wellbeing and school staff are always available to meet and discuss any issues and celebrate success and achievement. The school understands that the Quality of Life of families is equally as important. As well as curriculum letters, Quality of Life and Health and Wellbeing Newsletters, which inform parents/carers what areas of study is planned for the term, other letters highlighting key events and whole school celebrations give opportunities for whole school community connection and participation. There are also opportunities for families

to attend training delivered on site and join groups such as the Grandparents gathering.

We will regularly ask you for feedback and your views through yearly reports and an annual questionnaire in order to support your child's development as well as the wider school provision. We also need to hear family voice in respect of aspirations and issues that impact upon Quality of Life, and we do this through a questionnaire which helps us inform our work.

14. Who can I contact for further information?

Mrs Sue Ackroyd (Chief Executive Officer/Executive Principal); Mrs Caroline Booth (Chief Operating Officer); Mr Karl Adamski (Head of School), Mr Damien Talbot (Deputy Principal & Designated Safeguarding Lead); Mrs Leanne Clarke (VP); Mr Tom Gilbody (Vice Principal); Georgina Poole (Vice Principal); Mr AJ Hemingway (Head of Admissions); Mrs Jo Sayles (Head of Education), (Head of School); Mr Gareth Walters (Head of Care); Mrs Helen Heslop (Head of Curriculum); Mrs Sara Hill (Nurse); Lucy Everitt (Head of Therapy), Mrs Andrea Davies (Nurse) and Mrs Kirsty Helliwell (Social Worker).