

Withernsea High School - SEND Information Report

The kinds of special educational needs for which provision is made at the school

Withernsea High School, makes provision for pupils with a wide range of special educational needs and disabilities (SEND), in accordance with the SEND Code of Practice. The school provides support for pupils with cognition and learning needs, including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, as well as moderate learning difficulties. Provision is also made for pupils with social, emotional and mental health (SEMH) needs, with structured pastoral systems and targeted interventions designed to promote wellbeing and resilience within the context of the coastal community.

The school supports pupils with communication and interaction needs, including those with autism spectrum conditions, and offers tailored strategies to remove barriers to learning. In addition, the school provides reasonable adjustments and support for pupils with sensory and/or physical needs, including visual or hearing impairments and mobility difficulties. All provision is based on a graduated approach, with support planned, delivered and reviewed in partnership with parents, carers, and relevant external agencies.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties

Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

The School's SEND Policy is accessible on the website. The SEND Policy and the arrangements for supporting pupils with SEND has been revised to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0 -25 years, June 2014. The school works closely with feeder Primary Schools to ensure a smooth transition to secondary school. A range of data and information is collected and used to inform our provision.

Concerns about a pupil or young person having special educational needs may be raised by any member of the school staff, any parent or the pupil themselves.

Withernsea High School has a SEND referral scheme and a graduated pastoral response to ensure concerns are addressed proactively and from multiple perspectives. The school regularly monitors pupil data, tracking progress and attainment to ensure students are achieving expected levels. Where progress falls below expectations, investigations are carried out and where necessary targeted strategies are implemented to accelerate learning.

The school can offer a wide range of assessments. Additional support for families is available through School links with the following agencies:

- Youth and Family Support Service
- Child Welfare Practitioner Service

- Parent Support Service
- School Health Service
- Educational Welfare Service
- Local Authority Education Inclusion Service

Information about the school's policies for making provision for pupils with special educational needs and how the school evaluates the effectiveness of its provision for such pupils.

The school evaluates the effectiveness of its provision for pupils with SEND by:

- Compares baseline assessments with rates of progress against targets and final assessments.
- Measures improvement in skills during lessons
- Measure impact on progress in and out of the classroom making observations on behaviour and emotional regulation.
- Discussion with the pupil themselves.
- Feedback from stakeholders
- Data analysis
- Reviewing individual pupil passports.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.

The school regularly assesses and reviews the progress of pupils with SEND through classroom assessments, formal testing, and teacher observations. Pupil Passports or EHC Plans are reviewed at least termly, with targets updated to reflect pupils' achievements and evolving needs. Reviews involve discussions with pupils, parents, and staff to ensure support strategies are effective and adjusted as necessary. Data analysis is used to track attainment and personal development, ensuring all pupils receive appropriate and timely intervention.

The school's approach to teaching pupils with special educational needs.

The school aims to provide an inclusive learning environment where all pupils can achieve their potential. Teaching for pupils with SEND is carefully scaffolded and adapted to meet individual needs, using a variety of strategies, resources, and scaffolding. For example: through ability levelled tasks, alternative methods of recording, adaptation of questioning, catering for different learning styles or the use of additional and/or different resources. Pupils with more acute needs may have in-class support or a modified curriculum.

Multi element support plan's guide teachers in adapting lessons, setting appropriate targets, and providing targeted support. Small-group interventions, one-to-one support, and specialist resources are used where needed to ensure pupils can access the curriculum fully. Teachers work collaboratively with support staff, specialists, and families to review progress and refine approaches, ensuring each pupil receives high-quality, tailored education.

How the school adapts the curriculum and learning environment for pupils with special educational needs.

The school ensures that the curriculum and learning environment are accessible and inclusive to all learners. Lessons and resources are adapted to meet individual needs, and any necessary equipment or assistive technology is provided if needed.

Pupil Passports guide teachers in making appropriate adjustments, and staff regularly review provision to ensure all pupils can engage fully and achieve their potential.

The school responds to the learning needs of the pupils with SEND by occasionally making changes to the curriculum and making adaptations to the learning environment.

small group one to one and disabled access throughout most of the school. There are also specialist personal care facilities to ensure pupils with SEND have access to their lessons and have sufficient time and space to move around the site.

(E) Additional support for learning that is available to pupils with special educational needs.

The school works to provide a graduated response in supporting pupils with SEND. The school provides targeted small-group or one-to-one support, specialist staff input, and tailored resources or assistive technology. Pupil Passports guide personalised provision, which is regularly reviewed to ensure pupils achieve their full potential.

Teaching staff advise the send team of any access arrangements that are likely to be required for public examinations based on what has been trialled during timed assessments and from their observations made in lessons during years 7 to 9. An external assessor will carry out assessments from the summer term of year 9 to ensure that they meet the criteria set by the Joint Council for Qualifications (JCQ) and subsequently applied for online. Parents/carers of pupils requiring access arrangements will be informed by letter.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

- The school seeks to make reasonable provision to include pupils with SEND in extra-curricular activities and school visits. Parents and carers are consulted about the activities or visits and the support their child will need to be included. The school provides additional support before and after school, and during lunch and break times, through the following:
- A1 is a safe space for social times
- Homework clubs after school
- Drop in facilities with pastoral staff

- The multimedia space is open throughout the day and offered to pupils with SEND during lunch times
- Horizons have a safe space before after and during school for specific pupils.

Support that is available for improving the emotional and social development of pupils with special educational needs.

The school provides pastoral care, mentoring, and access to specialist staff to support pupils' emotional and social development. Pupil Passports guide tailored strategies, which are regularly reviewed to ensure pupils build confidence, resilience, and positive relationships.

The school has a Safeguarding policy that can be accessed on the school's website. Risk assessments are completed for all activities and visits. The following staff support behavioural needs and the attendance of pupils:

SEMH Interventions that the school has in place are as follows:

- Therapeutic Intervention – This is child led, relational support, from a qualified counsellor within school who is a member of school staff.
- School nurse – Drop-in service every Wednesday. Students can drop in without an appointment or be referred into the service for targeted support. School nurse can support with physical, sexual and emotional health issues.
- Social Prescribing – An NHS service which provides 1:1 support for emotional wellbeing difficulties as well as friendship issues, low self-esteem, loneliness and isolation.
- Family Help (previously known as Early Help) – whole family support to help with behavioural challenges, conflict in the home, parenting support, housing or financial difficulties, emotional health and wellbeing, setting boundaries and family routines, child development, sleep issues and poor school attendance.
- Family support officer- The family support officer works with parents of pupils within the school to offer a bridge between home and school.
- CAMHS – Referrals can be made to contact point if a student is struggling with their mental health to a concerning level, such as self-harm or suicidal ideation.
- Mental Health Support Team (MHST) – An NHS team offering 1:1 CBT style interventions for students experiencing anxiety or low mood. The team also offer parental courses to support families to help their child with their emotional wellbeing.
- Dove House – Pre and post bereavement support for small groups of students who have experienced loss or have a relative with a terminal illness.
- CAMHS TGO (formerly Smash) – A group intervention intended to support students to improve their emotional wellbeing, self-esteem, confidence and social skills.
- 'The Girl I want to be' – A group intervention aimed at female students to help them to accept themselves and not to be influenced by social media norms about appearance, careers, life choices and relationships.

- Nurture provision – A group intervention to teach pupils how to recognise their emotions, build confidence, boost self-esteem and acts as a bridge to successful learning.
- Social and communication groups – Build lifelong social skills such as turn taking and help with the child’s overall oracy. This is a vital skill used in everyday life. This intervention improves vocabulary and improves overall social development.
- We also have support from our CIAEG lead, Pastoral support from the student support team, Parent support advisor, Form tutors and the welfare coordinator.

The SEND team

First and foremost, all teachers are teachers of SEND and all receive professional development throughout the year to be able to efficiently meet the needs of all learners.

Our SENCO team

- The SENCO works full time. They are a fully qualified teacher and in 2022, achieved the National Award for Special Educational Needs Coordination.
- The school has an Assistant SENCO who heads the Enhanced resource provision
- Team of 5 HLTA’s and 22 TA’s who are all trained to deliver effective send provision in mainstream in or out of the classroom.
- We work collaboratively with a host of professionals who can offer the support they need. Whenever necessary we work with external support to meet the needs of SEND pupils and their families. Examples of this include
 1. Speech and language therapists
 2. Educational psychologists
 3. Occupational therapists
 4. GPs or paediatricians
 5. School nurses
 6. Child and adolescent mental health services (CAMHS)
 7. Education welfare officers
 8. Social services and other local authority (LA)-provided support services
 9. Voluntary sector organisation

What to do if I think my child has SEN

If you think that your child might have SEN, the first person you should tell is the head of year. They will contact the child's teachers for their opinion. If there is evidence of barriers, they will discuss with the SENCO and a graduated response will start. If the school decided that the child needs SEN support, we would formally notify you in writing and the child will be added to the register.

How will I know if my child needs SEN support?

At Withernsea High School, we operate a graduated response at both the pastoral and SEND levels. This approach ensures that the SEND register remains fluid and streamlined, while enabling all staff to actively contribute to removing barriers that pupils may encounter. As a result, pupils who require additional support receive it promptly and in a well-resourced manner.

If a teacher observes that a pupil is falling behind, they will first identify any gaps in the pupil's learning. Where gaps are identified, targeted support and additional tuition will be provided to ensure the pupil catches up.

If the pupil continues to struggle to make the expected progress, the teacher will consult the SENCO and they would contact you to discuss the possibility that your child may have special educational needs.

The SENCO will carry out a thorough assessment, observing your child in both classrooms and around school to identify strengths and areas of difficulty. Discussions will be held with your child's teachers and the student support team to review progress, attainment, and behaviour, and comparisons may be made with peers and relevant national data.

Your views and your child's own perspective will be sought as part of this process. Where appropriate, the SENCO may also consult external specialists, such as a speech and language therapist, educational psychologist, or paediatrician.

Based on the information gathered, the SENCO will determine whether your child requires SEND support, and you will be informed of the outcome in writing.

If your child is identified as needing SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to develop a personalised SEND Support Plan to meet your child's specific needs.

How will the school measure my child's progress?

- 1- **Assess** If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary
- 2- **Plan** In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
- 3- **Do** We will put our plan into practice. The subject teachers, with the support of the SENCO, will be responsible for working with your child and making sure the support we put in place is having the impact we intended.
- 4- **Review** - We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

Parents are actively involved in all decisions regarding their child's education. This includes contributing to SEND Support Plans, attending review meetings, providing input on interventions, and receiving regular updates on progress. The school works in partnership with parents to ensure that their views help shape the support and learning opportunities provided.

The SENCO and further team will meet to set clear outcomes, review data and progress, discuss the support we will put in place and explain what we will do, what we will ask the child to do and what we will ask you to do.

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

How will my child be involved in decisions made about their education

The level of involvement will depend on the child's age, level of competence and capacity to do so at this current time. We may speak to the child by asking them to attend meetings and discuss their views with members of staff they feel comfortable with. We may also ask them to meet with external agencies that may attend to support further.

7. How will my child be involved in decisions made about their education?

The school is committed to involving pupils in shaping their own support. This may include discussing learning preferences, strengths and areas of difficulty with your child, involving them in creating their individual support plan, and encouraging them to share their views during review meetings. As they grow older, pupils are supported to take a more active role in planning their next steps and making informed decisions about their learning.

8. How will the school adapt its teaching for my child?

Teachers adapt lessons so that all pupils can access the curriculum. This may include adapting the pace of learning, using visual aids, providing scaffolded tasks, modifying language, or offering additional adult support. The school uses evidence based strategies and works closely with the SENCO to ensure teaching approaches meet the needs of individual pupils

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Withernsea High School we recognise that every child learns differently. To ensure that all students have the best opportunity to succeed, we adapt our teaching and learning strategies to meet the individual needs of each child.

MEPS

For students who require additional support, the school develops a multi element plan (MEP). This plan identifies the student's strengths and areas for development and outlines specific strategies and goals. Teachers use the MEP to adjust lesson pace, resources, and teaching methods to suit the student's learning style.

Classroom Support and Accommodations

Teachers provide targeted support within the classroom to help students engage fully with lessons. This may include:

- Preferential seating in a quiet area
- Extra time for assignments and assessments if appropriate
- Breaking down tasks into smaller, manageable steps
- Using visual aids, diagrams, or hands-on activities
- Prompting
- Reading individual words or passages of text

Assistive Technology and Learning Resources

We provide a range of tools to support learning, including:

- Audio books and reading apps
- Text to text software
- Visual timers and reminders
- Interactive learning resources and adaptive teaching resources
- Laptops for extended writing support.

Specialist Support

Students who need additional assistance can access support from specialists, including:

- Teaching assistants
- Educational psychologists
- Speech and occupational therapists
- Health Care professionals

9. How will the school evaluate whether the support in place is helping my child?

The school follows a Assess–Plan–Do–Review cycle at both pastoral and SEND levels. Staff regularly monitor your child’s progress through assessments, observations, and feedback from parents and pupils. Support plans are reviewed at least termly, and adjustments are made where needed. The SENCO works with teachers to track outcomes and ensure interventions are effective and impactful. The student support team meets weekly to discuss the needs of any pupils that may be appearing to need further support.

10. How will the school resources be secured for my child?

Resources may include specialist equipment, intervention programmes, or access to additional adult support. The SENCO coordinates provision and ensures resources are allocated based on assessed needs. For pupils requiring significant support, the school may apply for top-up funding or request an Education, Health and Care Needs Assessment.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

The school promotes inclusive practice and ensures all pupils can take part in trips, clubs, and wider-school activities. Reasonable adjustments are made where necessary, such as providing adult support, adapting activities, or reviewing risk assessments. Staff work closely with families to remove barriers to participation across a range of activities, clubs, groups and visits.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

No pupil is ever excluded from taking part in activities or visits because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included

The school follows the local authority's admissions policy, which ensures children with SEN or disabilities are not disadvantaged. The school does not exclude pupils based on their needs and makes reasonable adjustments so all children can access the school environment and curriculum.

The school is consulted by the Local authority when a pupil with an EHCP wishes to join the school. The school does everything in their power to ensure they are able to meet the children's needs and consult positively.

13. How does the school support pupils with disabilities?

Support may include adapting the physical environment, providing assistive technology, offering personalised timetables, and ensuring staff receive appropriate training. The school works with external professionals such as occupational therapists or specialist teachers to ensure provision meets pupils' specific needs.

Pupils receive a lift key if they are unable to use the stairs due to medical reasons and the school has ramps to almost every part of the school. During the school day doors remain open to ensure wheelchair users can navigate their way around the building independently.

Below is a link to the school's accessibility plan.

14. How will the school support my child's mental health, and emotional and social development?

The school promotes wellbeing through a whole-school approach, including pastoral care, access to mentoring, social-skills groups, and targeted emotional support. Staff receive training to recognise mental-health needs, and the school may work with external services such as counselling or CAMHS where appropriate. The school recognises that a pupils SEMH needs can affect their learning and the progress team work hard to ensure no child is missed and that each child is discussed weekly if they are suffering with their SEMH needs. The team will then be able to make an informed decision on what support they may need.

We provide support for pupils to progress in their emotional and social development in the many ways such as:

- Pupils with SEN are encouraged to be part of the school council or join student support club (A1) for social times
- We run SEMH interventions both in and out of the classroom to support pupils with their SEMH. Please contact the schools DSL for a full list of interventions.
- Pupils with SEN are also encouraged to be part of sports club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by offering safe spaces during social times and in lessons if needed for time out.
- We run a nurture provision for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by working with both parties to ensure this does not happen. A copy of our anti-bullying policy is available to view/download on the school website: www.withernseahigh.org.uk
- The school has guest speakers during assemblies providing pupils with guidance and further form time activities to support SEMH

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitions are carefully planned in partnership with families. This may include extra visits, transition booklets, meetings with receiving staff, and sharing detailed information about your child's needs. For older pupils, support focuses on developing independence, planning next steps, and exploring post-16 options. The school is dedicated to supporting children through each transition. The SENCO works closely with the schools Careers lead and has a close link with the local authority's specialist team. If you feel your child needs further support from the SEND specialist support team for CIAEG please contact the SENCO who will be able to book you an appointment.

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils from year 5 during visits and meetings arranged as required.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO is also the DT who has a non-teaching assistant to ensure these pupils receive coordinated support. Personal Education Plans (PEPs) include SEN considerations, and additional funding such as pupil premium plus is used to meet individual needs. The school collaborates with carers, social workers, and the virtual school to ensure consistency and care throughout the children's journey at school

17. What should I do if I have a complaint about my child's SEN support?

Parents are encouraged to raise concerns early with the subject teacher, Head of Year or SENCO. If the issue is not resolved, the school's complaints policy outlines further steps, which may include contacting senior leadership or the governing body. The school aims to work collaboratively with families to resolve concerns swiftly and constructively. A copy of our complaints policy and procedure is available to view/download on the school website: www.withernseahigh.org.uk

18. What support is available for me and my family?

The school provides guidance on external agencies, parent workshops, and local SEND support groups such as the lookout that is based in Withernsea, the local SENDIAS team or a representative from the local authority. The SENCO can signpost families to specialist services, training opportunities, and the Local Offer (<https://www.eastriding.gov.uk/local-offer/>) Staff aim to maintain open communication and work in partnership with parents whether that is at a pastoral level or any member of the student support team.

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **CIEAG** - Careers information education and guidance
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages