

Wey Valley Academy
Special Educational Needs and Disabilities (SEND)
Information Report for Parents

Inclusion/ SEND Contact details:

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Wey Valley Academy is a mainstream secondary Academy for 11-16 year old students covering Key Stage 3 and 4.

Wey Valley Academy SEND Information report for parents lets you understand how we support all young people with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential, to be included fully within all aspects of the Academy community and to make successful key transitions from KS2 and through to KS4.

The SEND Information report for parents is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. Wey Valley Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

Wey Valley Academy is committed to working with Academy staff, students, parents and appropriate external agencies in the assessment and review of students. An inclusion/SEND register of all SEND students is maintained and reviewed regularly by the Special Educational Needs and Disabilities Coordinator (SENDCO).

Wey Valley Academy SEND information report (Local Offer) identifies provision the Academy offers for SEND students and accessibility for disabled students

Identifying Students with Difficulties

Inclusion /SEND Register

All students within the Academy are on our Inclusion/SEND Register which is regularly updated and accessed by all staff within the Academy. The Inclusion/SEND Register identifies if students have any additional needs, this includes; students with learning difficulties (e.g. Dyslexia, Dyscalculia), Looked After Children (LAC), English as Additional Language (EAL), Exam Support, Vulnerable. The Inclusion/SEND Register outlines how to support students with these difficulties through Quality First Teaching.

We are committed to early identification and monitoring of Special Educational Needs and Disabilities and adopt a graduated four part cycle to meeting the needs of all of our students in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review (please see the next page for further details on this).

Students identified as SEND are either:

SEND support – Where students are identified as requiring support/interventions additional to high quality teaching and differentiation. These students will be identified on the SEND section of the Inclusion register by a code of K and where appropriate strategies of support will be provided through a One Page Profile completed by the student and developed by the SENDCO.

Education, Health and Care Plans (EHCP) — The purpose of an EHCP is to make special educational provision to meet the Special Educational Needs of the student to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. These are replacing the old 'Statement' process.

The 4 Areas of Need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical Needs

Ways to identify difficulties

- Transition work and meetings with Primary Schools
- Consultation with staff, parents and students

- Baselines assessments, Cognitive Abilities Tests (CATs), Reading and Spelling assessments, and numeracy assessments
- Liaison with Parents/Carers
- Teacher assessments

Assess -> Plan -> Do -> Review

Assess

Stage 1. If the previously mentioned ways to identify difficulties suggest that the learner is not making expected progress despite high quality teaching, the class teacher will consult with the SENDCO through **stage 1** of the protocol for Teacher Identification of a Student Concern (TISC) referral form.

Stage 2 of TISC involves the SENDCO completing part 2 on the SEN Support referral form reviewing the provision in place for the student and the potential need for further assessments.

If a student is not making enough progress, teachers, SENDCo and parents will work together to solve the problems.

Stage 3 of TISC where a concern form is sent out by a member of the Inclusion team to all teachers of the student in question. This is so that the Academy can ascertain if the areas of concern are across other subjects.

Stage 4 SENDCo collates all the feedback from the concern forms and plans the next steps. These may be further interventions or referrals to outside agencies but will mostly lead to the completion of a Student Information Passport. This will be written by the SENDCo/ teacher / Teaching Assistant / Head of Year in consultation with the student, parents, carers and other teachers when appropriate. The student may then be placed at SEND Support level (K) on the inclusion Register if additional interventions are needed and parents are informed of this.

Stage 5 is the quality of teaching for students with SEND, and the progress made by students, is a core part of the Academy's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to students' achievement. It is the responsibility of teachers to use the One Page Profile and ensure they use the strategies and information to inform their planning and teaching.

Identified interventions will be put in place by teacher / tutor / Head of Year / Inclusion Manager / SENDCO.

Staff are offered relevant opportunities for training in Special Educational Needs and Disabilities.

Interventions will be reviewed termly by teacher / tutor / Head of Year / SENDCo. One Page Profiles will be reviewed. Evidence of progress will come from termly assessments which feed into Sims Progress Tracker.

If, despite significant intervention at SEN Support level, and if the Academy has evidence that a student is making insufficient progress, we may seek further advice and support from outside professionals. Students and parents/carers will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Quality First Teaching — In Class Support

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. The quality of teaching for students and the progress made by students, is a core part of the Academy's teaching and learning standards.

This is **high quality teaching** – differentiating for individual students is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from TA's (Teaching Assistants) or additional interventions.

When planning, teachers will set high expectations and provide opportunities for all students to achieve.

Where needed additional support maybe provided in class by TAs.

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals.

Teachers will use strategies identified on the Student Information Passports to help with differentiation and teaching

Training:

All teachers in the academy are highly trained teachers (or in the process of obtaining Qualified Teacher Status) who have access to a range of support and training opportunities across the year.

The academy has a training plan for all staff to improve the teaching and learning of children. This includes whole academy training on SEND issues such as, SEMH, Literacy difficulties and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Autism and Attachment, etc.

Additional Support and Interventions

Some students may require additional support depending on their needs.

Interventions may include:

Reading and literacy intervention
Speech and Language Support
Meet and Greet to start the day
Reflection Time at the end of the day
EAL support
Time Out Card
Exam Access Arrangements
Personalised Curriculum
Mentoring by a specific member of staff
Family Liaison Officer intervention
SENDCO intervention
After school homework club
Friendship Groups
Animal Club
Gardening Club

Specific interventions for students with social and emotional developmental needs:

- Social Emotional Aspects of Learning (SEAL) intervention
- ELSA (Emotional Literacy Support Assistant)
- Pastoral Teaching Assistant support

One Page Profiles are written and shared with staff through the inclusion register. They identify:

- Areas of need,
- Strengths
- Most importantly strategies of support to be used to support students.

Teachers use these to plan, differentiate for and assess students with SEND.

Teaching Assistants

The Academies Teaching Assistants support students with SEND. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis.

Allocation of TAs in class is based on student need and entitlement. Priority is given to support students with an EHCP and core subjects.

TAs work under the direction of a teacher, the teacher has ultimate responsibility for the student's learning.

During assessment of a student a referral may be made to an external agency requesting additional and / or further assessment. Referrals can be made to:

- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Pediatrician
- Children and Young People Social Care (CYPSC)
- Child and Adolescent Mental Health (CAMHS)
- Safer Schools Community Team
- Youth Support Worker (Targeted Services Team)

Other Services we work in collaboration with :

- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy

Support for Students and Parents/ Carers

Wey Valley Academy works in partnership with students and their parents / carers to help and support their learning both in and out of the Academy.

Students and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the students is at the centre of the process, discussing with the SENDCO and / or class teacher what support is needed.

Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

What happens if I am worried or have concerns about my child's provision?

Talking through your concerns with the SENDCO Mrs Cate Field, will help identify what the outstanding concerns or worries are and how we can best help. If you still cannot agree, you are encouraged to speak to the Academy Principal Mr Rob Russell or Vice Principal Mr Steve Dyer.

The Academy currently has 28% SEND students.

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