

Statement; November 2018

Review; Annually

This report should be read in conjunction with other policies such as the SEND Policy, Inclusion Policy, anti-bullying Policy and Behaviour Policy.

Woodford Valley Primary Academy SEND Information Report

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2015, schools are required to publish information about their SEND provision. In Wiltshire this forms part of the Local Offer.

What is the Local Offer?

This provides information and guidance on services available for children and young people, aged 0-25, with SEND, and their families. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website.

For information about Wiltshire County Council's Local Offer please refer to their website (below). Click on the image below to be taken directly there.



<https://www.wiltshirelocaloffer.org.uk/>

or contact

Wiltshire Council SEND SPOC (single point of contact)

Tel: 01225 757985

The WPC (Wiltshire parent carer council) offers independent support for parents and carers of children / young people with SEND. Their website address is

www.wiltshireparentcarercouncil.co.uk

Tel: 01225 764647

Email: admin@wiltspcc.co.uk

Within this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

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1. What kinds of SEND does Woodford Valley Primary Academy make provision for?

The proportion of pupils with Special Educational Needs and Disabilities at Woodford Valley Primary Academy is 16%. This figure includes the total number of pupils with SEND from within mainstream.

We have experience in supporting children with a wide range of Special Educational Needs, including:

- Moderate Learning Difficulties
- Specific Learning Difficulties, including Dyslexia, Dyscalculia and Dyspraxia
- Speech, Language and Communication difficulties
- Autism spectrum
- Downs Syndrome
- Physical difficulties, including Sensory Processing difficulties
- Social, Emotional and Mental Health difficulties
- Chromosome abnormality

Our SEND provision is detailed below according to the four categories identified in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Within each of these areas we have listed our provision within the three 'Waves of Intervention'. These are:

- **Wave 1** - provision in class, our first quality teaching
- **Wave 2** - provision for those children who are just below expected standards, those children who need a boost
- **Wave 3** - provision for those children who are finding areas of the curriculum or school life difficult and require additional and different support, often on an individual basis. We have close links with external agencies, including Educational Psychology, SSENS (specialist SEN Support Service) and Speech and Language, where children may require additional assessment and provision

Wave 1: Quality First Teaching			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and / or Physical Needs
<p>Teachers / TA's model correct speech for children.</p> <p>Teachers/TAs ensure that children understand what is being said, what instructions are being given by giving additional support: picture clues, 1-1 additional verbal support, instructions are repeated or broken down into shorter chunks of information.</p> <p>Staff ensure that children understand social rules through good role models and using picture clues. Golden rules are developed by the children.</p>	<p>Appropriate differentiation in class - Differentiation in terms of levels of activities/tasks and support.</p> <p>Classroom aids to help learning. These include word banks, classroom support mats, additional use of ICT (e.g. use of ipads, dictaphones, Clicker 7). Use of pencil grips, support seats, coloured overlays and bookmarks. Positioning of child in class (e.g. role models, view of whiteboard). Use of visual timetables.</p>	<p>Pastoral care in the classroom. This includes TA support.</p> <p>Use of Learn4Life resources for PSHEE including SEAL.</p> <p>Buddy system - Resource Base children, new children starting school, playtime buddies.</p> <p>P4C (philosophy for children)</p> <p>Pupil Voice</p>	<p>Sensory equipment in the classroom including the use of specially adapted seating.</p> <p>Vision impairment: teachers know which pupils in their class have glasses and make sure they remember to wear them when necessary.</p> <p>Positioning of child in classroom, size of writing on worksheet.</p> <p>Use of coloured worksheets and background on whiteboard.</p>
Wave 2: Provision			
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and / or Physical Needs
<p>Talk Boost - A structured programme for 4-7 year olds with language delay. 10 week intervention programme run by qualified TA. Includes EAL children.</p>	<p>Teacher/TA run groups for children who need a boost with phonics, maths, writing etc. Targeted support over a specified time period.</p>	<p>ELSA (Emotional Literacy Support Assistant) Provision includes support for : Self-esteem / Anxiety ; Friendship; Feelings; Bereavement &</p>	<p>Strategies to improve developmental Co-ordination difficulties.</p> <p>A weekly swimming session with a small group of pupils.</p>

<p>1:1 or paired work on weekly basis from one of our governors experienced at working with children with speech and language difficulties.</p> <p>Advice is sought from the Speech and Language Advice Line. Supporting sheets and activities are sent to enable us to support children.</p>	<p>Group intervention for Year 1 and 2 pupils to help children in key stage 1 who have fallen behind in phonics.</p> <p>Use of ICT programmes to help produce work e.g. Clicker 7.</p>	<p>Loss; Bullying.</p> <p>Reward system / social stories / token economy</p> <p>Forest school Outdoor Learning - Play Ranger provides children with activities to develop social interactions, self-evaluation.</p> <p>Access to physical swinging and hanging equipment in a safe area. This provides a safe haven for children requiring additional support, and time for them to de-stress and enable them to rejoin their class.</p> <p>Transition Support for Year 6: Support from SENDco and Year 6 teacher to enable a smooth transition for children moving to secondary school.</p>	<p>Riding sessions at the RDA (Wilton)</p> <p>Forest School - Activities to develop physical stamina.</p> <p>Soft play equipment and other sensory equipment.</p>
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Wave 3: Provision			
Communication and Interaction	Cognition and learning	Social, Emotional and Mental Health	Sensory and / or Physical Needs
<p>Referrals are made to Speech & Language, children are assessed and where necessary provided with targets for home and school. Some children may require more intense support and 6-weekly blocks of</p>	<p>Agency referrals: SENSS, Educational Psychology Service, Speech & Language Service. Children are assessed and advice/recommendations given to school and parents.</p>	<p>Professional Counselling Service is provided in partnership with teaching staff, parents and pupils, maintaining confidentiality.</p> <p>School Nurse: Provide support for children and their parents regarding</p>	<p>Agency referrals: Occupational Therapy, Physiotherapy and Physical Impairment Service.</p> <p>Advice and recommendations provided.</p>

<p>Therapy is provided.</p> <p>1:1 support to follow individual SALT programmes: The TA works with children given targets from Speech and Language. Targets are returned when completed or reviewed by the Speech and Language Therapist if progress is not made, and children re-assessed.</p> <p>ELKAN trained TA's support pupils with speech and language difficulties.</p> <p>Token Economy systems, language jigs and social stories are put in place when required. These are used for children, including those on the Autistic Spectrum, to help with social interaction difficulties and social situations.</p>	<p>Individual sessions using specialist resources such as NESSY.</p> <p>Class TA's carry out 1:1 sessions for children who have been identified by their teachers as requiring extra support in maths and literacy.</p>	<p>medical and emotional issues e.g. diet, sleeping, toileting.</p> <p>CAMHS: These teams offer an intervention to any child that has an identified emotional, mental health or behavioural concern. Criteria has to be met.</p>	<p>Programmes are implemented by TA's to develop children's dexterity, gross and fine motor skills.</p>
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2. How will Woodford Valley Primary Academy identify and assess my child's needs

At Woodford Valley Primary Academy, we recognise the importance of holistic assessment to inform our practice. We are keen to ensure that any barriers to learning your child may have are identified as early as possible, to ensure that we can put into place any extra support and provision they may need. We continually assess the attainment and progress of all children. We encourage and welcome open communication with you as parents / carers and encourage you to discuss any concerns you have about your child. Staff in Early Years have developed strong links with pre-schools and identification of need prior to school starting, through TAC meetings and portage (Home visiting educational service for pre-school children with additional needs). Staff carry out screening during your child's time in reception using the Early Years Foundation Stage Profile.

If teachers are concerned about a child in their class they will discuss their concerns with you, the parents and carers. They will also liaise with the SENDco. Teachers meet with the SENDco on a regular basis to

discuss any children causing concern and any provision being made for them. We use the Wiltshire Graduated Response to SEND Support which gives us guidance on the four categories within the SEND Code of Practice and placing children on the SEND Register. Since the categories School Action and School Action Plus are no longer used to categorise SEND, we have introduced a tiered system of SEND support as follows:

Stage 1

The child is showing
a concern. Support is class based.

Stage 2

The child
is receiving additional
support for a difficulty,
often within a group, or receiving 1:1 with a TA.

Stage 3

The child is receiving sustained support
which is additional to and different
from the rest of the class, often
individually. They may receive
assessment and support from
external agencies.

Stage 4

The child has an Education, Health
and Care Plan for greater difficulties
(the equivalent of the previous 'Statement')

Class Teachers carry out informal and formal assessments throughout the year to monitor the progress of your child.

Terms 1 and 2: A range of formal assessments are undertaken including baseline assessments in maths and literacy; spelling and reading tests; EYFS baseline - Foundation Stage Profile

Terms 3 and 4: maths and literacy assessments; reading and spelling tests

Terms 5 and 6: Years 1, 3, 4 and 5 - reading and spelling tests, maths assessment and writing assessments; Year 1 - phonics test; Years 2 and 6 - KS SATs

This helps us to track your child's progress and monitor it in relation to national data.

Occasionally children may require support from external agencies such as Educational Psychology, Wiltshire's Special Educational Needs Support Service (SENSS), Speech and Language, Education Welfare Officer (EWO) or the School Nurse. We work closely with outside agencies to support each child's individual needs. Interventions are carefully considered and put in place where necessary to help your child with their area of

difficulty (See Section 1). Interventions are carefully evaluated and the progress of pupils is monitored to identify how much progress has been made.

When a child is considered to have SEN, in consultation with their parents, they will be included on the schools SEN register as having SEN support. Children on the SEN register and their individual interventions / support strategies are recorded on the class provision map.

If your child has a higher level of need, the Local Authority may identify the need for additional support and funding in the form of a My Plan (an Education, Health and Care Plan (EHCP)). Again, your child's progress is continually monitored and additionally, an Annual Review meeting will be held to review their needs.

3. How do I contact the SENDco?

The school SENDco is Mrs Ruth Massie. Mrs Massie can be contacted via the School telephone number (01722 782361) or by email: SENDco@woodfordvalley.wilts.sch.uk. Alternatively parents can make an appointment at the office.

4. How will Woodford Valley Primary Academy consult with me and involve me in my child's education?

The Code of Practice 2014 emphasises the expectation of parental involvement in discussions of the child's provision and review of their progress.

At Woodford Valley Primary Academy the class teacher will discuss concerns about your child with you. If there is a need for additional support to boost your child's literacy or numeracy for example, you will be asked to sign a form to acknowledge that the school is giving your child additional support. This will be reviewed during the year either during parents evening or at other mutually convenient times.

If your child has a 'My Support Plan' their progress will be reviewed with you three times a year.

If your child has a My Plan (an Education, Health and Care Plan) or a Statement, an Annual Review meeting will be arranged with the class teacher, SENDco, Head teacher and any professionals involved with your child. Your child's progress against individual targets will be reviewed and any further provision will be discussed.

If your child is not receiving SEN support and you are concerned, please contact your child's class teacher in the first instance or the SENDco.

At Woodford Valley Primary Academy, we have an open-door policy. You are always welcome to make an appointment to speak to your child's class teacher should you be concerned about anything. Our ethos embraces the importance of home-school communication. We all strive for the same outcome - the best for your child.

5. How will Woodford Valley Primary Academy involve my child in their education?

At Woodford Valley Primary Academy we aim to involve your child throughout their education. We will discuss your child's individual targets with them and involve them in the process. We celebrate the child's successes in both class and in school assemblies.

Children being supported at Stage 1 and Stage 2 will be involved in decisions about their interventions and their progress. We will discuss with them what is working well and what is not working so well.

At Stage 3, your child will be involved in drawing up a 'My Support Plan' and reviewing their progress towards the outcomes that we are all working towards. Children with a 'My Plan' (an Education, Health and Care Plan) will be involved in sharing their views within the Annual Review process. If appropriate, the child will be invited to take part in the Annual Review Meeting.

Some children will have a 'one page profile', which is a short A4 page document detailing their interests and strengths. Children are actively involved in producing these. The aim of this document is to inform anyone working with the child how they can be supported within the classroom.

6. What is Woodford Valley Primary Academy's approach to teaching children with SEND?

At Woodford Valley Primary Academy we have high expectations and aspirations for all children. We are an inclusive school and all children are given equal opportunities and access to the stimulating, broad and balanced curriculum which we offer. Teachers differentiate the curriculum so that children are able to access learning at their own levels. All children have opportunities to work with others of different abilities within their class. They are all involved in evaluating their work and discussing the next steps in their learning.

There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils. For children who experience greater difficulties a range of interventions is provided. These are carefully tailored towards the child's needs (See Section 1). The aims of the interventions are to assist the child in their work in the classroom. For children with more complex needs who may have an Education, Health and Care Plan, the curriculum will be carefully planned towards their individual needs and regularly reviewed to ensure they are meeting their targets and working towards the outcomes agreed for them.

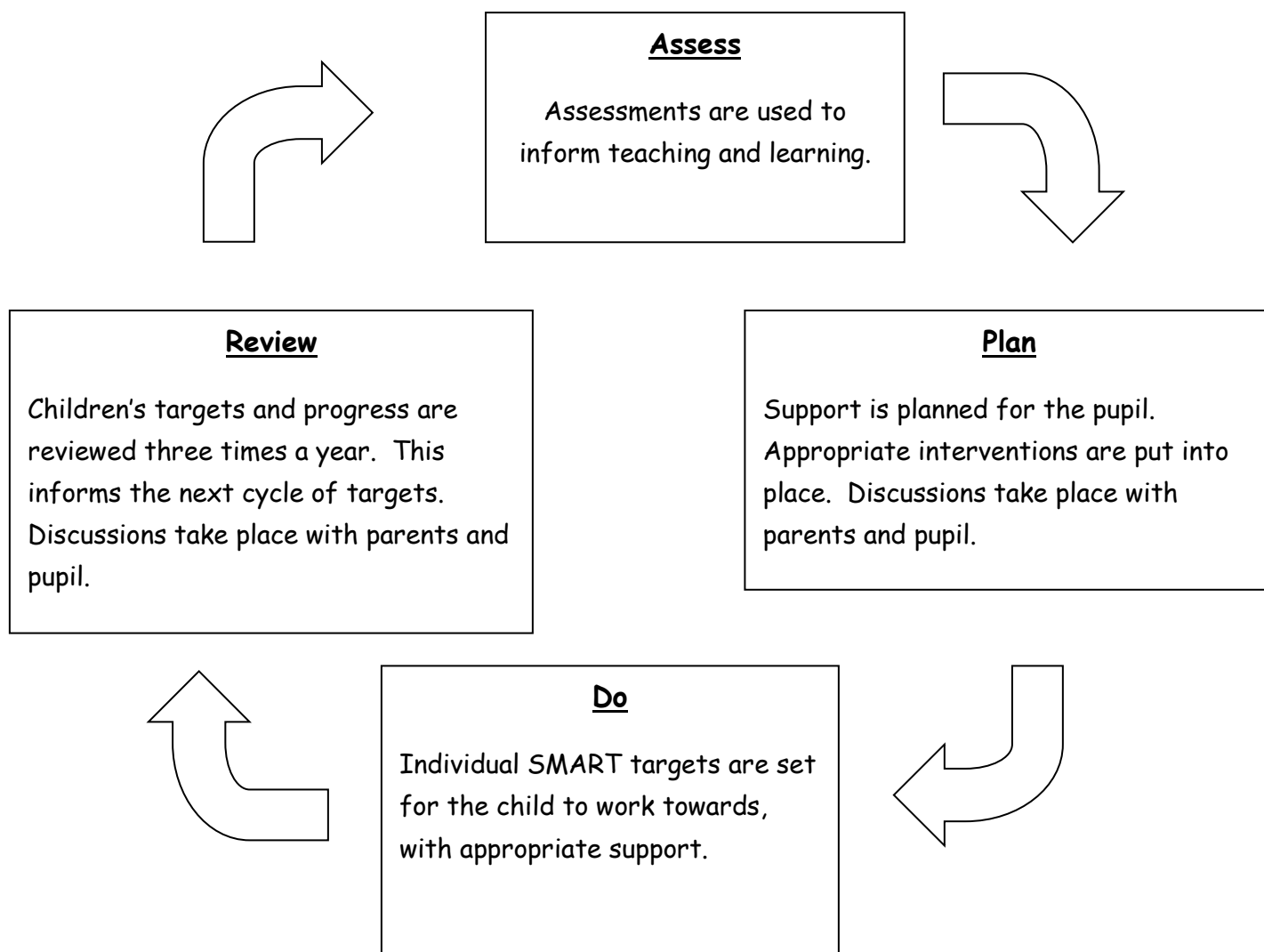
At Woodford Valley we believe that all learners are entitled to the same access to extra- curricular activities, and whole-school experiences, and are committed to making reasonable adjustments to ensure access to participation. We provide a range of clubs, both at lunchtimes and after school. A range of sports activities takes place throughout the year, again for all children irrespective of their academic abilities.

7. How will Woodford Valley Primary Academy match the curriculum and learning environment to my child's needs?

At Woodford Valley Primary Academy we ensure that all children, including those with SEND, have access to high quality teaching, appropriately differentiated to meet their needs. Teaching Assistants are experienced at delivering specific interventions as well as supporting children in class.

Children at Stage 1 will be monitored closely by the class teacher. Those children at Stage 2, 3 & 4 will have their additional support recorded and evaluated on the class provision map which is reviewed six times a year.

A cyclical four-stage process is used to inform needs, as detailed in the Code of Practice 2014.



Parents of children with an Education, Health and Care Plan may have a personal budget through which allocation of support will be made.

8. How will Woodford Valley Primary Academy support my child's emotional and social development?

At Woodford Valley Primary Academy we continually celebrate children's achievements in class and in whole school assemblies. We use reward systems to acknowledge children's successes both in work and in their social skills. We use a range of strategies and interventions to help children who experience difficulties at times in their social development (see section 1).

9. What kinds of expertise and training do staff at Woodford Valley Primary Academy have to support my child?

We are fortunate to have a range of provision delivered by trained teaching assistants and teachers. Teaching Assistants are trained in the interventions detailed in section 1. We have a teaching assistant trained as Emotional Literacy Support Assistants. Mrs Massie our SENDco has a B.Ed Honours in SEN and holds a Dyslexia qualification and Associate Membership of the British Dyslexia Association (AMBDA). She has a PGCE in speech and language and has many years experience of working with children with ASD. Mrs Massie holds the National Award for SENDCO's.

Mrs Wood is ELSA trained (Emotional Literacy Support Advisor). Mrs Henderson and Mrs Brewer are ELKAN trained.

Interventions and support for children with SEND is continually evaluated. We ensure that our expertise is updated, with staff attending courses to ensure their knowledge is up to date. Staff receive training in new interventions which we see as beneficial to our children's needs.

10. How does Woodford Valley Primary Academy evaluate the effectiveness of the provision made for children with SEND?

The impact of interventions is measured as far as possible through quantitative and qualitative means. The SENDco meets regularly with teachers to discuss each child's provision and review targets. The SEND Governor and SENDCO meet regularly to discuss all areas of SEND within the school, the impact of interventions and progress made.

11. How does Woodford Valley Primary Academy support children in moving between phases of education?

Moving Classes: When children with SEND move classes, we ensure that visits to their next class, and visits from their new class teacher take place in plenty of time, in order to allay any fears or worries the child may have. Our SENDco and our Emotional Literacy Support Assistant can also help with this transition.

Joining in Reception: When children join our school in Reception, visits are organised for children to come into school in small groups prior to starting. Meetings with parents ensure that all necessary information is available to make this transition as smooth as possible. All children joining the school in Reception have a Year 5 buddy who meets them in the playground in the mornings and walks them down to class when the whistle blows.

Children at Little Orchards Pre-school, on site, are invited to our school productions and often make use of school facilities such as the field, which acquaints them with the environment. The Pre-school is not linked to the Academy and parents of pre-school children will need to follow the admissions procedure to apply for a place at Woodford Valley Primary Academy.

Joining the school in different classes: We aim to ensure that children settle as quickly as possible if they are joining the Academy at a later stage of their schooling. To help with this we arrange transition visits.

Transferring to a new school: A child with SEND may find it particularly difficult moving to a new school, whether this is at the end of year 6 or in other year groups. The class teacher, together with the SENDco, provide transition support for those pupils in year 6 transferring to secondary school. Sessions are held to help children find out about the school, discuss their worries and excitements and prepare them for moving on. Visits to Secondary Schools are arranged and additional visits can be organised if necessary. Transition packs are completed for the new schools, ensuring all information is passed on. Secondary support staff also make visits to the school to meet the children who will be joining them in September.

For children moving to a new school from other year groups, we ensure information is passed to parents or sent to their new school. If necessary, telephone calls are made to the SENDco at the next school to help with the transition period.

For children with My Support Plans and My Plans, transition meetings will be held with parents and other professional agencies, to ensure a smooth move to the new school.

12. How does Woodford Valley Primary Academy involve other agencies to support my child and family?

At Woodford Valley Primary Academy we work closely with a wide range of agencies in order to provide assessments and support for your child. We can make referrals, or support parents in the process, to many external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Advisory teachers from the Special Educational Needs Support Service (SENSS)
- Occupational Therapists
- Paediatricians
- Physiotherapists
- The Sensory Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic minority achievement service (EMAS)
- Social Services
- Behaviour Support

13. What do I do if I have a concern about my child and the provision being made?

If you are concerned about anything regarding your child our complaints policy is available online, but we would encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you could make an appointment to see the SENDco or Head teacher.