

**SEND Information Report**

**Overview**

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, including those who are Currently Looked After, with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It’s important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

This report has been developed in accordance with the ‘Special educational needs and disability code of practice: 0 to 25 years’ 2015 to ensure all statutory information is included, as well as ‘Keeping children safe in education’ (KCSIE) 20 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice these relate to the information outlined in KCSIE and the spending of your SEND budget.

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1. **Our school’s approach to supporting pupils with SEND**

Wath Victoria is an inclusive school.

All pupil with SEND are supported through quality first teaching. Our SEND policy outlines the definition of SEND and how we identify needs. The roles and responsibilities of key staff and the assess, plan do review cycle of support that we offer.

Early identification of need is key to our offer and actions are taken from the earliest opportunity, through the engagement of external services and support avenues for our families.

All children with an identified SEND need are registered on our inclusion register. Relevant documentation, specific to the area of need is completed. We support children through universal, targeted and specialist support through a graduated response to need.

We actively seek parental engagement at each stage and value all stakeholders’ contributions to the co-production of any SEND support plans.

From September 2021 the school will open a new local authority integrated autism resource. The resource provision will provide specialist support for children diagnosed with autism and is accessible to pupils with an Education, Health and care plan, through the local authorities admission process.

**Social, emotional and mental health**

* Trauma informed and restorative practice throughout school
* Whole school positive behaviour and relationships system based on ‘Ready, Respectful, Safe’ – school rules
* Experiences Learning mentors, specialising in therapeutic inputs
* Enhanced positive regard practitioner on site
* Pastoral interventions – emoji emotions, renew resilience, bonding through play, therapeutic story writing, emotional literacy, anger gremlin course, lunchtime clubs, physical regulation intervention, enhanced transition times, wishes and feelings work, bereavement counselling, therapy art, homework club, SIBS programme, sand play therapy.
* Pupil welfare manager on site
* Team teach, positive handling co-regulation support
* ‘Hero’ based SEMH personalised profiles

**2. Catering for different kinds of SEND**

**Cognition and learning**

* Quality first teaching
* Support staff in class
* 1:1 SEN TA’s
* Specific programmes, Reading Rescue, Project X, First Class at Number, Nelli, Bedrock, Times table rock starts, Nessy
* Additional support from LSS, EPS

**Communication and interaction**

* SALT intervention / programmes of work
* Pastoral support - socially speaking, friendship groups
* Additional support from SALT traded services in school 1 x monthly
* PEC’s trained staff
* Integrated autism resource
* All staff trained in good autism practice (National autistic society)

**Sensory and/or physical needs**

* Hygiene room facilities
* Medically trained staff
* Team of manual handling trained staff
* Specialist equipment
* Pastoral support

**3. Key staff and expertise**

|  |  |  |
| --- | --- | --- |
| Name of staff member | Area of expertise | Level of qualification (e.g. BA (Hons), Masters) |
| **SENDco =**  Mrs D Mackinnoninclusion@wv.jmat.org.uk01709 760103 | Autism, social, emotional and mental health. Holistic care. Manual handling | Masters training  |
| Mrs C Miller  | Trauma informed practice, mental health and well being | Masters training |
| Mrs E Nutley | Dyslexia, English | BA Hons |
| Miss E Booth | Positive regard specialist, trauma informed practice, adverse childhood experiences. Manual handling, medical. SALT | Support level |
| Mr K Batham | Physical regulation  | Sports coach |
| Miss K Canetti  | Therapeutic input, bereavement, emotional literacy, social interaction, holistic family support | Support level |
| Mr N Bennett | Looked after children, supporting siblings of children with disabilities, emotional literacy support, behavior and relationships | Support level |
| Miss Z Wilson  | Mathematics, religious education | Support level |
| Mrs M Wake, Mrs M Steele | Personal, social and health education. Language and literacy, reading / phonics / SPAG | Supprot level  |

All staff have trauma informed and restorative practice training, good autism practice training and are Team Teach trained. Staff are accessible to all children throughout the day.

The school secures specialist expertise through planned CPD and the commissioning of specialist support services / staff to upskill and train staff in school.

We deploy staff around the school to support pupils with SEND through the plan, do, review cycle, in line with the childrens graduated response.

**Securing and deploying expertise**

**Equipment and facilities**

We secure specialist equipment through allocating targeted funding and have hygiene facilities to support pupils with physical needs. In our hygiene room we have washing facilities, a hydraulic, height adjustable bed for changing, hoisting facilities and disabled access throughout school.

Personalised resources for individual children are available at the point of need and include items such as; ear defender, move and sit cushions, tents, sensory toys, weighted blankets, TheraBands, soft toys etc. Personalised equipment can be secured through the inclusion support grant and EHCP funding for individual children.

The integrate autism resource offers a quiet learning environment with a sensory room. We have 3 pastoral rooms, which offer nurturing, environmental areas. All classrooms offer quiet spaces and there are several areas within the school which are available for pupils to use independently or with an adult to manage feelings and emotions.

Our accessibility plan can be found at <https://www.wathvictoriaprimary.co.uk/policies>

**4. Identifying and assessing pupils with SEND**

The school has an inclusion register which identifies all those pupils with SEND. All children have access to quality first teaching which includes reasonable adjustments to meet individual needs.

Duringtheplan, do, review cycle, staff identify concerns. These are discussed with the SENDCo and parents / carers. Pupil support plans, alongside other support strategies may be used to identify target areas and specific interventions. These are reviewed at the end of each assessment block (10-12 weeks) and discussed at pupil progress meetings. During this review, further actions may be taken by engaging other relevant professionals to seek advice and support.

For further details please see our SEND policy.

**5. Consulting with pupil and parents.**

**Parents**

We consult with parents / carers with SEND and involve them in their child’s education through:

* SEND meetings
* Parent consultations
* Face to face informal discussions
* Multi platforms available – telephone, Dojo, email, Facebook
* Working with the additional services

**Pupils**

We consult with pupils with SEND and involve them in their education through:

* Marking and feedback
* Pupil progress discussions
* Targeted work reflective of the success criteria
* Gathering wishes and feelings
* Inviting them to meetings

We involve other bodies, including health and social care bodies, LA support services and voluntary sector organisations, to support pupils’ needs and their families as required. We currently work with:

* Educational psychology service – Middleton psychology service
* Learning support service – Fusion TSA
* Social services / Early help – Local authority
* Virtual schools – All relevant local authorites
* SENDIASS – Local authority
* Moving and handling team – Specialsit providers
* CAMHS – Local authority
* Speech and language therapy – NHS
* Occupational therapy, physiotherapy, paediatricians, GP’s - NHS
* Barnadoes – Voluntary sector
* Make a wish, Hallam FM - Private
* Rotherham Parent Carers - Voluntary sector
* Springwell Academy/Positive Regard TSA – SEMH - Private

**6. Involving key stakeholders**

The school’s arrangements for supporting pupils’ progress towards outcomes include:

* Quality first teaching
* Plan, do, review cycle of work in 10 -12 week blocks
* Working with parents and young people as part of this assessment and review through informal and formal meetings
* Pupil progress meetings with the class teacher, SENDCo and Head Teacher
* Reviewed curriculum offering quality learning experiences
* Engagement of and continuing liaison with additional services
* Planned programme of CPD for all staff

**7. Progressing towards outcomes**

**8. Transition support**

Our school supports pupils with SEND as they move between phases of education by:

* Onsite pre-school education
* Building relationships
* Enhanced transition for identified pupils
* Teacher and SENDCo discussions
* Use of one page profiles
* Enhanced transition arrangements to secondary provisions
* Visiting alternative provisions with parents / pupils

Wath Victoria is an inclusive school all pupils have access to:

* Quality first teaching
* Differentiated learning
* Scaffolded learning
* An exciting, engaging curriculum

Which is enhanced, when required, by

* Pastoral provision
* Adapted provision
* Pupil support plans
* SENDCo input
* Specialist services

**10. Adaptations to the curriculum and learning environment**

**9. Teaching appr****oach**

Adaptations are made to the curriculum and learning environment to ensure accessibility for pupils with SEND through:

* Personalised timetables
* Use of on-site facilities e.g. garden, trim trials.
* Use of flexible spaces – small rooms, nurture environments
* Pastoral staff
* Flexible class environments to meet individual needs
* Specialist equipment e.g. ear defenders, cushions, writing stands.

We ensure that pupils with SEND can participate in activities amongst their peers and those that do not have SEND by:

* Personalised equipment
* Adjustable furniture
* Access to environments through a range of equipment, e.g., mats, lift, gates.
* Specialist equipment specific to a child’s need, e.g., changing bed, wheel chair.
* Enhanced adult support
* Engaging parents for off-site activities

At Wath Victoria we support and improve the emotional and social development of pupils with SEND through:

* Holistic mental health and well being support
* Pastoral support for listening to the views of pupils with SEND
* 1:1 staff to adapt, personalise and pre-teacher / overlearn personal, social to prevent issues such as bullying, e.g. Jigsaw curriculum
* Trauma informed practice / Team Teach CPD for all staff
* Capacity to have an open door policy to the SENDco for parents and pupils

**12. Supporting emotional and social development**

**11. Inclusivity in activities**

We recognise the additional risks that pupils with SEND face online, e.g. through online bullying, grooming and radicalisation. We support pupils with SEND to stay safe online through:

* Inclusive access to the curriculum, including work delivered through Barnados and at Crucial crew
* Additional 1:1 pastoral work
* Liaising with parents and offering advice / signposting to available support
* Ensuring that pupil voice is heard and all concerns are actioned immediately
* Promoting safe internet use through a range of available platforms, Website, Facebook, Twitter, Class Dojo, text, email, face to face.

Please see Safeguarding policy and internet safety policy.

**14. Sexual violence and harassment**

**13. Online sa****fety**

We also recognise the additional risks that pupils with SEND face in terms of sexual violence and harassment between children in school. We have the following procedures in place to address these risks.

* Anti-bullying policy
* Peer buddy mentors
* Pastoral staff referrals / work
* Safeguarding reporting
* MASH referral

Please see peer on peer abuse policy.

We evaluate the effectiveness of the provision in place to support pupils with SEND by:

* Facilitating timely discussion with the SENDco for staff, parents and pupils
* Holding 10- 12 week block pupil progress meetings
* Termly reviews of the inclusion plan
* Liaison and seeking other professionals’ advice / opinions
* Operating an inclusion team approach to monitoring daily SEND provision
* Liaising with the SEND governor / JMAT inclusion leads (Our SENDCo is the trust lead for Inclusion)
* Workign

**15. Evaluating effectiveness**

**16. Handling complaints**

The arrangements in place for handling complaints from parents of pupils with SEND about the provision at Wath Victoria would be in line with the complaint’s procedure. We also offer:

* Meetings with the class teacher, SLT / SENDco
* Signposting to impartial support service – for example SENDIASS
* Liaising with LA services, e.g. EHCP panel, CAMHS
* Referring parents onto the trust leadership

The school received £150,000 to support pupils with SEND this year. The funding has been allocated to:

* Enhanced staffing in classrooms, and for 1:1 TA support
* Reading teacher
* 2 dedicated SEN TA’s
* SENDCo - non-teaching
* Positive regard / trauma informed specialists non-class based
* Environmental changes – creation of quiet spaces
* CPD for all staff
* 2 x learning mentors
* Bespoke equipment to support individual needs

**Rotherham local offer can be found at** [**http://www.rotherhamsendlocaloffer.org**](http://www.rotherhamsendlocaloffer.org)

The Local Offer covers:

* Education, health and care provision for children and young people with SEND.
* Arrangements for identifying and assessing children and young people with SEND, including arrangements for requesting an Education Health and Care (EHC) needs-assessment.
* Other education provision (outside of schools or colleges, such as sports or arts) and training provision, including apprenticeships.
* Respite support and leisure activities.
* Arrangements for travel to-and-from schools, post-16 institutions and early year’s providers.
* Support to help children and young people move between phases of education and to prepare for adulthood.

Wath Victoria works with the LA to offer advice, support and signpost families to additional services. Including, RPCF, SENDIASS, Health watch. Rotherham charter and local NHS services.

**18. Local Offer**

**17. Spending the budget**

You can contact the following people if they have any concerns regarding SEND

|  |  |  |
| --- | --- | --- |
| Name of individual | Email address | Phone number |
| Mrs C Miller – Head Teacher  | school@wv.jmat.org.uk  | 01709 760103 |
| Mrs D Mackinnon – SENDCO / DSL | inclusion@wv.jmat.org.uk  | 01709 760103 |
| Mrs E Nutley – assistant SENDCo. Cognitive and learning lead | inclusion@wv.jmat.org.uk | 01709 760103 |
| Miss E Booth – SEMH lead | inclusion@wv.jmat.org.uk | 01709 760103 |
| Local offer  | Website available - <http://rotherhamsendlocaloffer.org.uk/>  | 0800 073 0230 |

**19. Named contacts**

**20. Additional support**

Additional support is available to pupils with SEND to help with their learning including:

* Breakfast club
* Lunchtime clubs
* Behaviour and relationships, hero practice
* Nurturing environment
* Homework support
* Access to IT equipment
* Holistic family support through the safeguarding and inclusion team