

**SEN Information Report**

**Overview**

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, including LAC, 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) 2018 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.

**Contents**

1. [Our school’s approach to supporting pupils with SEND](#A)
2. [Catering for different kinds of SEND](#B)
3. [Key staff and expertise](#C)
4. [Identifying pupils with SEND](#D)
5. [Consulting with pupils and parents](#E)
6. [Involving key stakeholders](#F)
7. [Progressing towards outcomes](#G)
8. [Transition support](#H)
9. [Teaching approach](#I)
10. [Adaptations to the curriculum and learning environment](#J)
11. [Inclusivity in activities](#K)
12. [Supporting emotional and social development](#L)
13. [Online safety](#M)
14. [Sexual violence and harassment](#N)
15. [Evaluating effectiveness](#O)
16. [Handling complaints](#P)
17. [Spending the budget](#Q)
18. [Local Offer](#S)
19. [Named contacts](#T)
20. [Additional support](#Additionalsupport)

**Social, emotional and mental health**

* Pastoral interventions – emoji emotions , renew resilience, bonding through play, therapeutic story writing, emotional literacy, anger gremlin course, lunchtime clubs, shining starts after school club, enhanced transition times, wishes and feelings work, bereavement counselling, art therapy, homework club, SIBS programme, sand play therapy.
* 1:1 pupil support champion work
* Additional support from Springwell academy – trauma informed and restorative practice
* All staff team teach trained
* Whole school positive behaviour system

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 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 families.

All children with an identified SEND need are registered on our inclusion register, and relevant documentation to the area of need, is completed. We support children through wave 1 – 3 and actively seek parental engagement at each stage.

**Sensory and/or physical needs**

* Hygiene room facilities
* Medically trained staff
* Specialist equipment
* Pastoral support

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

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

**Cognition and learning**

* Quality first teaching
* Support staff in class
* 1:1 SEN TA
* Specific programmes, Reading Rescue, Reading Recovery, Project X, First Class at Number
* 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

**3. Key staff and expertise**

|  |  |  |
| --- | --- | --- |
| Name of staff member | Area of expertise | Level of qualification (e.g. BA (Hons), Masters) |
| **SENDco =**  Mrs D Mackinnondmackinnon@wv.jmat.org.uk01709 760103 | SEMH | Masters training  |
| Mrs C Miller  | Trauma informed practice | Masters training |
| Mrs E Nutley | Dyslexia  | QTS |
| Miss E Booth, Ms M King, Mrs R Redfern | SEMH  | Support level |
| Mrs S Horton | Person centered counselling | Level 4 training |
| Miss K Canetti, Mr N Bennett | Therapy, bereavement, emotional literacy, social interaction, supporting siblings of children with disabilities. | Support level |

All staff are Team Teach trained and are currently accessing trauma informed and restorative practice training.

The school secures specialist expertise through planned CPD and the commissioning of specialist support services / staff to upskill and train staff in school. We deploys staff around the school to support pupils with SEND through the plan, do, review cycle.

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 and a hydraulic, height adjustable bed for changing.

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 within wave 1. DuringthePlan, do, review cycle, teachers and teaching assistants identify concerns. These are discussed with the SENDCo and parents / carers and I.E.Ps may be used to identify target areas and specific intervention, pre teach, same day interventions carried out. These are reviewed at each assessment block and discussed at pupil progress meetings. During this review, further actions may be taken by engaging other relevant professionals to seek advice. Reviews and actions plans include pupil and parental views at all stages.

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 education through:

* SEND meetings
* Parent consultations
* Face to face informal discussions
* Multi platforms available – telephone, Dojo, email.
* Working with the Rotherham Charter on the cornerstones of effective communication

**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 - LA
* Learning support service – LA
* Social services / Early help – LA
* Virtual schools – Sheffield, Rotherham , Barnsley LA
* SENDIASS – LA
* Moving and handling team – LA
* CAMHS - LA
* 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**

**7. Progressing towards outcomes**

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

* Quality first teaching
* Plan, do, review cycle of work in 10 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
* Planned programme of CPD for all staff

**8. Transition support**

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

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

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
* Central SEN area
* Specialist equipment e.g. ear defenders, cushions, writing stands.

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

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

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

Which is enhanced, when required, by

* Pastoral provision
* Pupil support champion work
* SENDCo input
* Specialist services

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

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

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

* Working with Carnegie Centre of Excellence for Mental Health in Schools – silver award
* Pastoral support for listening to the views of pupils with SEND
* Pupil support champion, member of staff to implement measures to prevent bullying, eg 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.

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

**14. Sexual violence and harassment**

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

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-week block pupil progress meetings
* Termly reviews of the inclusion plan
* Liaison and seeking other professionals’ advice / opinions

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 complaints 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.

**16. Handling complaints**

**15. Evaluating effectiveness**

**18. Local Offer**

**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.

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
* 1 dedicated SEN TA
* SENDco - non teaching
* Environmental changes – creation of quiet spaces
* CPD for all staff
* Bespoke equipment to support individual needs

**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  | cmiller@wv.jmat.org.uk  | 01709 760103 |
| Mrs D Mackinnon – SENDCO / DSL | dmackinnon@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 policy
* Nurturing environment
* Homework support
* Access to IT equipment