



# 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) 22 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 pupils 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 families, school-based expertise and external services and support avenues for our families.

All children with an identified SEND need are registered on our inclusion register with the support of our families. 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.

We have an onsite pre-school provision for 2–4-year-olds and a 10-place 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 authority's admission process.

## 2. Catering for different kinds of SEND

### 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
- Experienced 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
- Support from Aspire outreach service

### Cognition and learning

- Quality first teaching
- Support staff in all classes
- Additional support staff to deliver EHCP targets
- Specific programmes, Little Wandle, Nelli, Bedrock, Times table rock starts, Nessy
- Additional support from FUSION learning support

### **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 for pupils allocated places through the EHCP process.
- Delivery of The A word / Zones of regulation
- 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)
<b>Mrs D Mackinnon</b> Headteacher 01709 760103	Autism, social, emotional and mental health. Holistic care. Manual handling	MA SENDCo
<b>Mrs E Nutley</b> SENDCo <a href="mailto:inclusion@wv.jmat.org.uk">inclusion@wv.jmat.org.uk</a>	Dyslexia, Autism, English	PGCert SENDCo
<b>Miss E Booth</b> SEMH Lead	Positive regard specialist, trauma informed practice, adverse childhood experiences. Manual handling, medical. SALT	Positive Regard Trainer Team Teach Trainer
<b>Mrs J Salmons</b> Mental Health Lead	Mental health and wellbeing	Mental Health First Aider
<b>Miss K Canetti</b> Pupil Welfare Manager	Therapeutic input, bereavement, emotional literacy, social interaction, holistic family support	Support level
<b>Mr N Bennett</b> Learning Mentor	Looked After Children, supporting siblings of children with disabilities, emotional literacy support, behavior and relationships	Support level
<b>Miss J Frame</b> Inclusion Team Lead, Integrated Resource	Autism, communication and interaction	Support Level
<b>Mrs M Steele</b> PHSE Lead	Personal, social and health education.	HLTA

## **Securing and deploying expertise**

All staff have trauma informed and restorative practice training, good autism practice training and are Team Teach qualified. 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.

## **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.

The school is on 2 floors and has a lift and evacuation spaces.

Personalised resources for individual children are available at the point of need and include items such as; ear defenders, 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.

#### **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.

During the plan, do, review cycle, staff identify concerns. These are discussed with the SENDCo and / or another member of the SEND leadership and parents / carers. Pupil support plans, alongside other support strategies may be used to identify target areas and specific interventions. These are reviewed termly and discussed at pupil progress meetings. During this review, further actions may be taken by engaging other relevant professionals to seek advice and support. All documents are shared with parents / carers.

We have a 'steps to success' graduated response procedure for all areas of SEND.

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
- Signposting to other services , e.g. SENDIASS, Parent Carers Forum.

### 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 review meetings

## 6. Involving key stakeholders

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 – traded through JMAT
- Learning support service – Fusion TSA
- Social services / Early help – Local authority
- Virtual schools – All relevant local authorities
- SENDIASS – Local authority
- Moving and handling team – Specialist NHS providers
- CAMHS – Local authority
- Speech and language therapy – NHS
- Occupational therapy, physiotherapy, paediatricians, GP's - NHS
- Barnados – Voluntary sector
- Make a wish, Hallam FM - Private
- Rotherham Parent Carers - Voluntary sector
- Springwell Academy/Positive Regard TSA – SEMH - Private

## 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 termly 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

## 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

## 9. Teaching approach

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 / SEND team input
- Specialist services

## 10. Adaptations to the curriculum and learning environment

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 trails.
- 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.

## 11. Inclusivity in activities

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

## 12. Supporting emotional and social development

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 / deputy SENDCo / Integrated resource lead / SEMH lead for parents and pupils

### **13. Online safety**

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 Barnadoes, NSPCC 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**

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 education
- Pastoral staff referrals / work
- Safeguarding reporting
- MASH referral

Please see Safeguarding policy

## 15. Evaluating effectiveness

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 termly 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 Mrs C Gaughan / Miss L Sandberg

## 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

## 17. Spending the budget

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
- Integrated autism resource lead
- 4 dedicated SEND TAs
- SENDCo - day release
- Positive regard / trauma informed specialists non-class based
- Environmental changes – creation of quiet spaces
- CPD for all staff
- 1 x learning mentors
- 1x Pupil welfare manager
- Bespoke equipment to support individual needs

## 18. Local Offer

Rotherham local offer can be found at <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.



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

## 19. Named contacts

Name of individual	Email address	Phone number
Mrs D Mackinnon Head Teacher – DSO	<a href="mailto:school@wv.jmat.org.uk">school@wv.jmat.org.uk</a>	01709 760103
Mrs E Nutley – SENDCo	<a href="mailto:inclusion@wv.jmat.org.uk">inclusion@wv.jmat.org.uk</a>	01709 760103
Miss J Frame – Integrated Autism Lead	<a href="mailto:inclusion@wv.jmat.org.uk">inclusion@wv.jmat.org.uk</a>	01709 760103
Miss E Booth – SEMH lead	<a href="mailto:inclusion@wv.jmat.org.uk">inclusion@wv.jmat.org.uk</a>	01709 760103
Local offer	Website available - <a href="http://rotherhamsendlocaloffer.org.uk/">http://rotherhamsendlocaloffer.org.uk/</a>	0800 073 0230

## 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