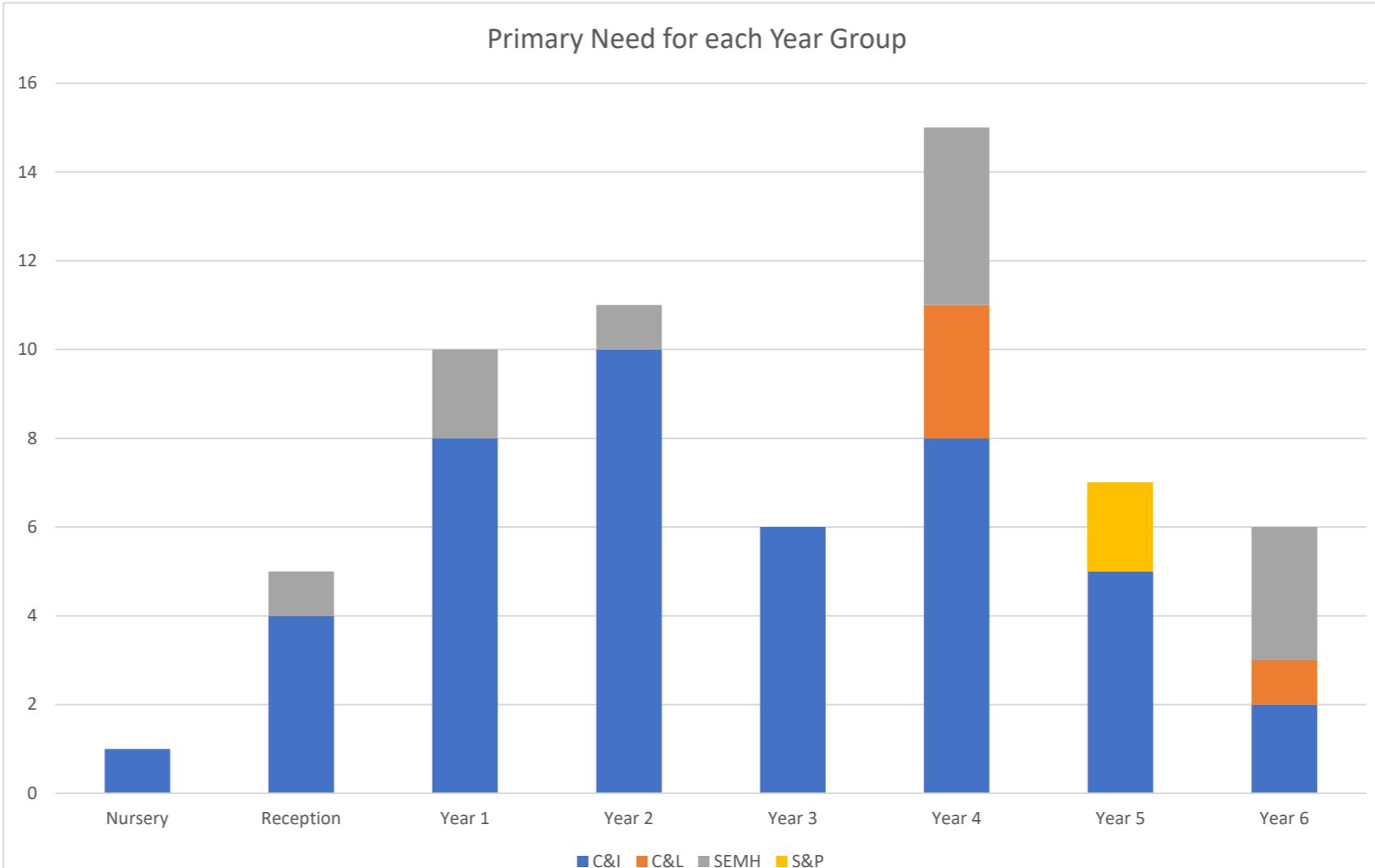




SEND on a Page: Wath Victoria Primary School

School Staff Expertise

- SENDCo
- Integrated Resource Leader
- Social, Emotional Mental Health Lead
- Family Support Champion
- Learning Mentor
- Medical & Physical Needs Team
- Mental Health First Aiders
- Staff skilled in the delivery of speech and language programmes
- Team Teach trained workforce
- Positive Regard trainer
- Autism Education Trust trainer
- Relational practice embedded throughout school



Wath Victoria is a 2-11 years primary school which has been serving the community of Wath since 1887. Within school, we have a 20 place integrated Autism Resource, with 22 children placed here at present. 26.4% of children in our school are currently accessing SEN support, with 10.5% accessing this with EHCPs and a further 9.7% being supported through Quality First Teaching, Wave 1 interventions and One Page Profiles.

	School percentage	National percentage – ALL SCHOOLS	National percentage – Primary Schools	National Percentage – Rotherham Local Authority	National Percentage - Yorkshire
% on roll with EHCP	10.5	5.3	3.5	6.4	4.9
% on roll on SEND support	26.4	14	14.8	17.1	14.7



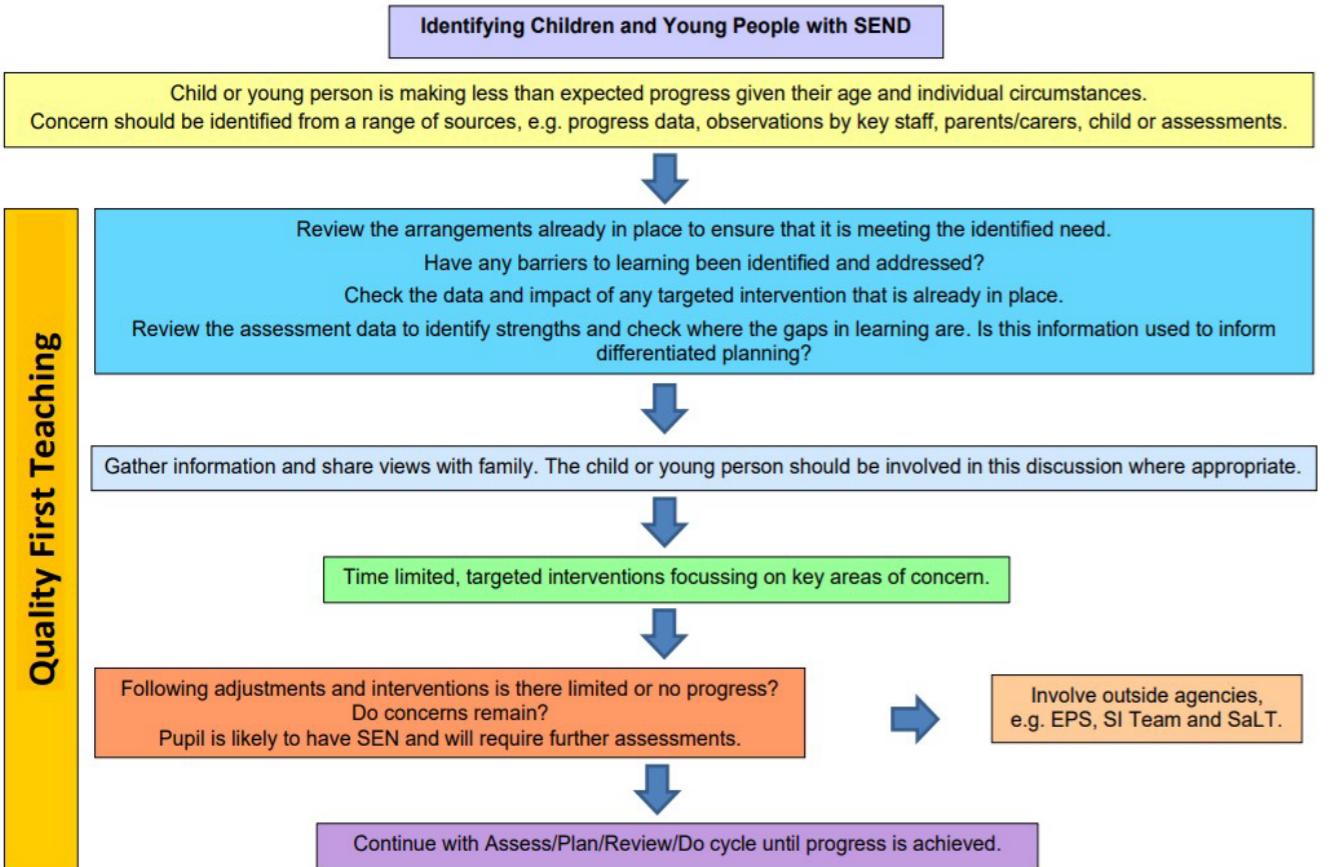
Our Integrated Autism Resource provides bespoke educational provision for pupils who have an Education and Health Care Plan and a diagnosis of autism.

They access both our mainstream provision and the learning spaces in our ARC and thrive with the excellent support and resources available.



Intent: Everyone at Wath Victoria Primary School is committed to, and passionate about, providing the conditions and opportunities to enable every child, including those with additional needs, to be included fully, in all aspects of school life. We believe in the earliest possible intervention to support our children and families. We always start with Quality First Teaching, for all children. If support is required beyond this, a graduated response is at the heart of our whole school 'steps to success' practice. We continually assess, plan, implement and review our approach to teaching and learning collaboratively with parents. We have highly skilled staff to support any additional needs and use expert support from outside agencies where needed.

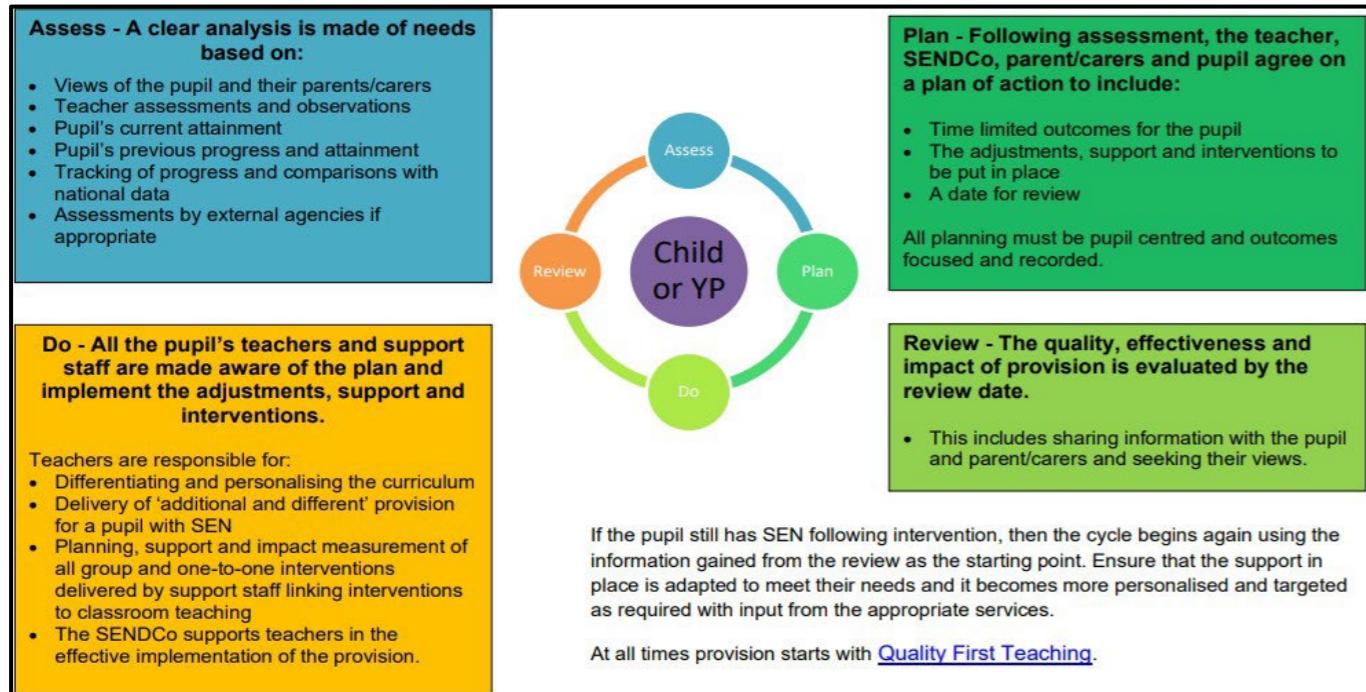
Assess, Plan, Do and Review



Quality First Teaching

Implementation: School Steps to Success

Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention. Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Anger Gremlins, Emotional Scales) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion LSS Autism SALT support EPS	As above and also Fusion LSS Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team



Impact: As a result, children at Wath Victoria

- feel happy, safe and respected.
- Behaviour is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Have supportive and trained staff who make appropriate for the child's individual needs.
- Children with SEND make good progress from their starting points via High Quality Teaching and bespoke small group intervention
- On leaving our school, children with SEND have developed good independence and life skills.
- Pupils will make secure transitions between classes and other education settings. For example, secondary schools, alternative provisions etc.

This term, staff have received CPD in these areas of SEND:

- Adaptation and scaffolding
- Engagement model

Ready, Respectful, Safe