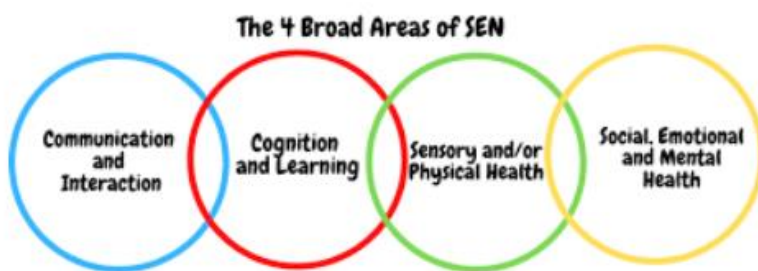


Dear Parents/ Carers,

Inclusion, Support and Special Educational Additional Needs at West Vale Academy

I wanted to write to you to inform you of our SEND processes. At West Vale Academy, we aim to identify children that display a special educational need early in order to put in place support and differentiated learning to promote and sustain progress. We are an inclusive school and offer a range of provision to support our children within the four broad areas of SEND. The range of support deployed will be tailored to individual needs following assessment by internal or external agencies and discussions with staff, children and parents/carers.

Identification of SEND



- Children identified will show small steps or limited steps of progress in one or more areas of their learning.
- The class teacher and teaching assistants along with the parent will highlight learning needs/concerns which are then supported by the Special Educational Needs Coordinator (SENCO) who will advise and seek support from outside agencies.
- If a parent feels that their child has a special educational need, they can request to talk to the class teacher and SENCO regarding their concerns.
- If a teacher highlights a learning need, parents are informed immediately and asked to attend a meeting to establish their views and concerns. This is our first step of the graduated response.
- All of our teachers follow an 'Assess, Plan, Do, Review' process as part of the graduated approach.

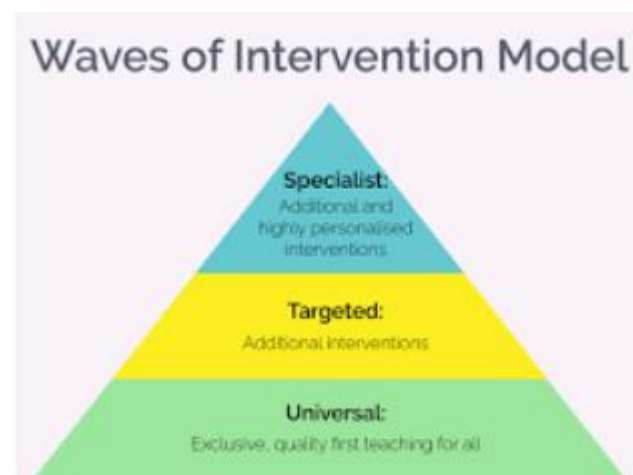
The Graduated Approach at West Vale Academy

Where a child is identified as having SEND, we take care to remove barriers and put in place effective provision this support takes the form of the graduated approach.

Universal: All children

Most children's special educational needs will be met through high quality teaching, in the classroom with the class teacher. The SEND code of practice states:

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.



All our teachers have read our 'West Vale Academy Graduated Response' document which details how quality first teaching can be adapted to meet the needs of pupils with communication and interaction, cognition, social emotional and mental health or sensory needs.

Targeted: Some children

During the 'assess, plan, do review' process pupils that require additional support will be identified and appropriate provision discussed. This may take the form of catch-up programmes, focused interventions (with impact measured) or pastoral support.

Specialist: Few children

Children who are making limited progress or who are identified as having complex special educational needs will access bespoke or individualised program with the support of external agencies and professionals.

Assess Plan Do Review

As part of the graduated approach each child identified as having an SEND will have a 'One Page Profile' written with the child which gives an overview of their needs, strengths and how best to support the child.

All staff who work with this child will be aware of their profile. Children identified as having SEND will have an IEP (Individual Education Plan) which details SMART (Specific, Measurable, Achievable, Realistic and Time based) targets that the child is working towards each term. Specific strategies, resources or intervention will be detailed to support the pupil with meeting these targets.



Teachers will hold meetings with parents every term to review the IEP targets and to discuss and set new ones.

Specialist Services

In school we receive support from the Speech and Language Therapists, Cognition and Learning Team, Visual Impairment and Hearing Impairment Teams, CAMHS (Children Adolescent Mental Health Support) and Educational Psychologists.

The SENCO, with parental consent, will contact external agencies to seek advice and support when developing an accessible curriculum for your child.

Staff Training linked to SEND

At West Vale Academy, we have a rolling programme of SEND training for all staff which includes regular updates on changes to SEND policies and information every year.

Our training programme runs along three levels: Staff led INSET, Specialist service INSETs (whole school) and Specific SEND INSETs (TA Level or individual training needs)

The SENCO has been accredited with the National Award of Special Education Needs Co-ordination and has over ten years' experience working with and supporting children with SEND.

Parents

We are keen to encourage parental engagement and will be holding various parental information sessions over the course of the year.

We will be holding a termly SEND Coffee morning where we invite guest speakers to talk about their area of expertise, these sessions are designed to be informative and give empowerment to our parents. Our first SEND coffee morning will be in October date tbc.

We also work with support from Calderdale's parent/carer organisation 'Unique Ways', this organisation supports all parents and carers of children and young people with Special Educational Needs, disabilities and complex medical needs. They provide a broad range of services for parent carers, from training courses to social events. They don't restrict their services based on whether your child has a diagnosis or not, and instead work with anyone who feels they need their help.

For more information visit: <https://www.uniqueways.org.uk/>

Thank you for taking the time to read this letter, I hope you have gained a deeper understanding of how we support our SEND learners at West Vale.

Best Wishes

Mrs Akroyd, Vice Principal and SENCO.