



WEST VALE
ACADEMY

SEND Information Report

Approved by:	LGB		
Responsible department:	West Vale Academy		
Last review date:	September 24	Last reviewed by:	C. Akroyd
Last updated:	September 24	Last updated by:	C. Akroyd
Next review due :	September 25		

The following details West Vale Academy's Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Contact Details	
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Age Range	5-11
Funding	SENDCo
Special Educational Needs Co-ordinator (SENDCo)	Mrs Claire Akroyd
Email - SENDCo	c.akroyd@westvaleacademy.org.uk
SEND Governor	Jane Woodcock

Policies for Identification and Assessment of Pupils with SEND

SEND Policy, Behaviour Policy, Medical Needs Policy, Assessment Policy, Intimate Care Policy, Accessibility Plan, Health and Safety Policy, Anti-bullying Policy

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs or disabilities. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

<p>How will West Vale Academy support my child?</p>	<ul style="list-style-type: none"> • All children have access to a broad and balanced curriculum which is well differentiated and take into account the different learning styles and interests of our children. • A variety of high quality enrichment activities that effectively extend and provide memorable experiences for our children. • A governor with specific responsibility to work alongside our SEND Co-ordinator. • All classes have a Teacher and dedicated classroom time from a Teaching Assistant. • High expectations of all children. • Interventions will be timely and implemented to support progress. All interventions will be monitored and assessed to evaluate impact and effectiveness. • One page profiles for every child on the SEND register so that all adults in school are aware of how best to support individual children and aid transition to the next year group. • SENDCo is available for discussion or questions. • We regularly work alongside specialists in different fields to support children's needs • We have a tracking system in place which allows the Class Teachers, the Assessment Manager and SENDCo to track pupil's progress. • Provision mapping and interventions are reviewed on a half-termly basis by the SENDCo.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • Parents are invited to meet Class teachers 3 times annually to review IEPs. • Children and Parents' views are sought for reviews of IEPs. • Comments from parents and pupils are included as part of the IEP review process • We have an open door policy for parents to speak to class teachers and the SENDCo.
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Access to a disabled toilet. • Hand rails fitted in relevant places to assist movement around the school • We work alongside members of the Children's Therapy Service to support children with specific physical needs. • Children have access to appropriate resources including a range of writing equipment, pencil grips, reading rulers, scissors etc. • Touch typing programmes. • Access to specialist equipment to assist with writing and fine motor skills – pencil grips, theraputty etc • Appropriate training is provided for staff as required for children's specific needs
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • We work alongside members of the Children's Therapy Service to support children with specific speech and language needs • Referrals and re-referrals made to the speech and language team as required • Staff will accompany children to speech and language clinic sessions when appropriate.

<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Children supported throughout the school day including lunch and break times when necessary. • Appropriate training is provided for all staff as required • Use of visual timetables • Use of interventions such as Social Circles. • Part-time Family Support worker who works with children 1:1 or in small groups on relationships, feelings and worries. • Designated Safeguarding Leads made visible to children through posters round school. Posters displaying numbers for Childline around school. • Visits to assembly from the NSPCC. • Assemblies and PSHCE lessons in class on what to do if you think you are being bullied.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Through liaison with Calderdale's Specialist Inclusion team. • Through the use of specialist technology to ensure access to learning (working with the Specialist Inclusion Team) • Through regular whole staff training to ensure all staff are equipped with the correct knowledge to best support the needs of the child. • Clear contrasting floors, doors and step markers for children with a Visual Impairment.
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Variety of after school clubs to promote self-esteem to which children may be specially invited. • Close liaison between parents, SENDCo and child as required to support the writing of individual behaviour plans. • Individual Positive Behaviour charts created to support the child in making the right choices. • Clear behaviour policy applied consistently and sensitively by all staff. • Work alongside specialist advisors such as The William Henry Smith School to gain advice and support. • Work alongside Family Support Team when required.
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • Individualised and group programmes are delivered to support children depending on individual needs eg: Toe by Toe, Nessy, Personalised phonics interventions. • Use of support resources as appropriate – some of which are beneficial to all children Resource boxes, Alphabet Arcs, coloured reading filters, copying resources to large print, printing on coloured paper as needed, ensuring IWB notebooks etc. are produced in appropriate colours to allow for ease of reading • Quality First Teaching • Inclusive Classroom environment with access to a range of resources and prompts • Phonics and reading interventions are put in place at first identification of need.

<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Targeted use of support assistants. • Small group support provided as part of our provision map to fill gaps in basic number knowledge. This includes same day intervention and targeted support including Number sense intervention to build children's understanding of number. • Adopting a hands-on and visual approach to mathematics. • Range of practical resources are available in all classrooms. • Well-staffed classrooms ensure quality support is available in the majority of lessons.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individual Health Care Plans are written in conjunction with parents, teaching and support staff and the nursing team where necessary. • The majority of staff are first aid trained and this is renewed three yearly and this is displayed in school. • Disabled toilet facilities. • We will work in conjunction with outside agencies such as the school nurse or diabetic nurse to support children. • Yearly Asthma and Epi-pen training for all staff in school. • Liaising with health practitioners including school nurses, GPs and hospital staff (e.g for diabetes)
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • SENDCo is named as responsible for children with EAL • Parents and children may have additional visits to school to aid transition at any point of school entry. • Regular meetings with SENDCo/Head of School and parents to share progress or concerns as required.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Close liaison with a range of agencies to provide a team around the child approach to support. • Liaising with the Specialist Inclusion team for Calderdale.

<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Disabled toilet facilities • Liaison with School Nursing Team to provide advice/support to parents/school • Children are given as much responsibility for their own personal care as possible. This will be drawn up and agreed with the child and recorded on their intimate care plan if required. • Detailed Health plans are in place for those children who require further support.
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All children are given the opportunity to take part in all activities and visits. • Educational visits are risk assessed and checked to ensure they are appropriate for all children. • Extra staff are deployed for visits as necessary. • Where required, additional risk assessments will be co-produced with relevant outside agencies.
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Cross year group meetings for transition between year groups. Previous teacher feeds academic and personal information to the next teacher in the summer term. • Transition to the next class will be undertaken by all children. • Transition booklets can be created for children who require them and extra visits can be arranged. • IEP targets will be set by the previous teacher to help provide a seamless transition between year groups • Excellent relationship with High Schools to ensure a good exchange of information for all children • Transition plans for children with EHC Plans are put in place so that staff are aware of the needs of individuals. • Extra transition visits are provided for children as required depending on need.
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Mid-day supervisors run lunchtime games with the children. • Year 5 and 6 children are trained as play leaders to facilitate positive play in the playground. • Support for EHC plan children is timetabled for break and lunch times as needed at these important times of the day • Teachers are encouraged to provide opportunities in lesson time for children to discuss ideas with each other. • Provision such as "Social Circles" and Social Use of Language Groups are available to children who require them. • Pod is available at lunchtimes for all children, it is run by our learning support mentor who facilitates games and arts and crafts for children who may find social situations challenging. Pod allows a small space for children to practice these essential skills.

<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • Support given linked to targets identified in a child's EHC plan • Time is allocated for small group support, focussed group work, 1:1 reading, writing or maths work or work on individual IEP targets as deemed valuable by the class teacher in consultation with the SENDCo as appropriate • All children have different needs. Support staff work with small groups to deliver small group and one to one interventions to benefit the children, taking into account the need to balance the curriculum for all children. • Support assistants and teachers work in consultation with the SENDCo to ensure the needs of all children are being met – especially where a pupil premium child is also on the SEND register • Progress is reviewed at least once a term to ensure that any intervention is appropriate and that provision is matched to needs
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Support assistant appraisal provides support assistants with the opportunity to discuss future training opportunities and interests • Timetable of sessions to introduce staff to a range of materials used through school and to how they could be used. • Commitment to CPD from the Principal and Governors • Personalised Performance Management Targets for all staff including TAs • External agencies provide training as required - eg Educational Psychology Service (Precision Teaching), Speech and Language Therapists, School Nursing Team, Specialist nurses eg: diabetic nurse, asthma nurse • SENDCo attends relevant training courses and disseminates to staff.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Collective Worship reflects different needs within our community • Fundraising for special causes organised by school or PTFA. • Achievements of all children are celebrated in newsletters and in weekly Praise Assembly. • SEND governor holds regular update meetings with SENDCo • Parents are invited to information sessions and drop-ins • SEND Parent Coffee Mornings • Parents are invited to termly parent's evenings to discuss their child's progress • Sharing of the Calderdale Local Offer and other external services which parents may wish to access.
<p>Which specialist services do we access beyond the school?</p>	<p>We are currently working in regular contact with the following services:-</p> <ul style="list-style-type: none"> • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS • Educational Welfare Officer • School Nursing Service • Family Support • Social Services • Better Living Team • Noah's Ark • Specialist Inclusion Service

<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • Performance management for SENDCo • Termly reviews of interventions provided • Termly tracking of pupil progress. Assessment Manager to work with SENDCo • Provision mapping and progress is measured in interventions • Close liaison between class teachers and support assistants
<p>How do we deal with complaints regarding our provision for children?</p>	<ul style="list-style-type: none"> • We have an open door policy and we welcome parents to talk to class teachers about any concerns • Parents can speak to the SENDCo and/or Head of School • The complaints procedure is on the school website.
<p>Contact details of support services for parents of pupils with SEND</p>	<p>SENDIAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or</p> <p>Disabilities about education, health and social care. Contact details: Contact: 01422 266141</p> <p><u>Unique Ways - Supporting families with disabled children.</u></p> <p>We are a parent-carer led organisation supporting disabled children and their families, helping them to lead ordinary lives. Our goal is to make sure that the voices of parent carers and their families are heard.</p> <p>We provide a broad range of services for parent carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out! We don't restrict our services based on whether your child has a diagnosis or not, and instead work with anyone who feels they need our help</p> <p>http://www.uniqueways.org.uk/ 01422 343090</p> <p>Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact</p>

01422 343030

Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEND, and young people with SEND, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.

For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer

