



## Pewsey Vale School SEND information report and policy 2018-2019

The SEND code of practice 2014 highlights (sections 5 and 6) and Children and family act 2014 (section 69) sets out a requirement for providers, schools and colleges to publish their SEND provision in an SEN information report and policy, previously known as setting/school offer.

Wiltshire county council's local offer can be accessed through [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk) If you do not have internet access, it is also available at your local library and selected children's centers. You can also contact the Wiltshire Parent Carer Council (WPCC) who will do their best to assist you. The WPCC can be contacted on 01225 764647, Monday-Friday from 10am-5pm.

1.	<b>What specialist services are available or accessed by the setting?</b>	CAMHS Splitz Speech and Language Therapy Art Therapy Sulp Education Welfare Support MASH (Multi Agency Safeguarding Hub) ELSA Accelerated Reader RDA 1:2:1 Teaching Small group work EP (Provided by Wiltshire Council) Specialist teacher Advisor Services and Support (provided by Wiltshire Council) Teenz Talk Go Girls PSA (Parent Support Advisor)
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		Greatwood alternative provision
<b>2.</b>	<b>What training have the staff supporting the children with SEND had or are having?</b>	<p>ELSA SULP Speech and Language Training Advice on teaching students with Autism. Accelerated Reader Literacy intervention Maths support work. Attachment Disorder</p>
<b>3.</b>	<b>How does the setting know if my child might need extra help and what should I do if I think my child may have SEN?</b>	<p>Students are tested for reading accuracy, spelling, reading understanding and a complete a Maths baseline test. This allows us to target support for students with additional needs, whilst us an indicating gaps in learning. We also have a dyslexia screener in school that allows us to diagnostically test for dyslexia, and provides accurate readings that show any areas that need attention. We also can use the Lucid screener which gives us a profile of a students and their cognitive ability. A specialist teacher comes in to carry out complete cognitive profiling if it is thought necessary. Links with Primary schools is robust and information shared. We are also able to ask for support from the SENDS service, to include Educational Phycologists and specialist teacher advisers, where necessary. This involves meetings with parents and the completion of a new online screening tool; DART, which allows us as professionals to access the correct support.</p> <p>If you are concerned that your child has SEN, and would like us to investigate further, please contact Mrs Vicky Phillips AHT overseeing SEND, or speak to your child’s tutor who will signpost to the correct member of staff.</p> <p><a href="mailto:vph@pewsey-vale.wilts.sch.uk">vph@pewsey-vale.wilts.sch.uk</a></p>
<b>4.</b>	<b>How will the school prepare and support my child to join the setting and transfer to a new setting? (What are the arrangements?)</b>	<p>Transition from primary school begins early into Year 6. The SENCo and Assistant Head responsible for transition visits all students at school to ascertain what provision will be needed the following September. For students with a EHCP, a Statement, the SENCo and AHT will also attend annual review meetings during Year 5 and 6 to ensure that we are clear on the details pertaining to each child, and works with the</p>

		<p>Education Officer to ensure when needs are met.</p> <p>The SEND department holds information evenings outside of parents' evenings to further support those pupils with additional needs. The EP also provides clinics for informal discussions with staff twice during the academic year.</p> <p>There is a PSA (Parent Support Advisor) attached to the school who provides support for all pupils, not only those with additional needs. The PSA meets with the SENCO weekly to discuss individual cases where necessary. The PSA can also act as a mediator between schools and parents.</p> <p>All students on the SEN register are tested for Exam concessions, which remain in place for KS4 examinations, and are sent on with the students to their KS5 setting.</p> <p>In preparing for KS5 each student with EHCP outlines and prepares provision required for KS5. This is shared with the KS5 provider to ensure that all needs are prepared for.</p> <p>Open days at KS5 provision will be supported by the SENCo and her team, to ensure that all Year 11 students and their parents are abreast of the information. This involves organizing visits, and trips and making sure that the SENCO in the future setting is aware of all individual needs.</p>
5.	<p><b>What type of SEND does your setting provide support for?</b></p>	<ul style="list-style-type: none"> <li>• ASD</li> <li>• Cognition and Learning Need (mld, Dyslexia, literacy and numeracy difficulties)</li> <li>• Physical and Sensory need (HI, VI, PI, PD)</li> <li>• Communication and Interaction Difficulty (Speech language and communication difficulty, ASD, anxiety)</li> <li>• Social Emotional and Mental Health Need (adhd,)</li> <li>• Complex needs</li> </ul>
6.	<p><b>How will I know how well my child is doing and how will you help me to support my child's learning and</b></p>	<p>Whole school reports for individual subjects are generated and sent home each term. For students on intervention programs, the students are re tested every ten weeks. This will allow SEND staff to adjust intervention strategies to ensure that all learners continue to progress and be successful.</p>

	<b>development?</b>	<p>There is a Home Learning club run in the LSF after school each night. This allows a safe, secure place with relevant resources and provision for all SEN students. SEND staff are in the LSF, and are there before, during and after school to offer support and to answer any questions. For certain students, a keyworker is assigned who remains in regular contact with parents throughout their time at the school. Communication will take the form that parents prefer; such as email, telephone or written report home. Often we use a communication log to go between home and school. Where necessary TAC (Team Around the Child) meetings take place to discuss any additional needs.</p>
7.	<b>What cultural backgrounds does the setting offer and how?</b>	<p>Mainly a Christian religious profile, however, all faiths and religious groups will be supported when they attend the school.</p>
8.	<b>What type of and how many complaints did you receive last year and how were they resolved?</b>	<p>There were one formal complaint last year, which was fully investigated by the governing body, school were found to have followed due process and there was no further action needed or taken.</p>
9.	<b>What support will there be for my child's overall wellbeing?</b>	<p>During social times, and before and after school the LSF remains open as a support base.</p> <p>The Library is also open during break and lunchtime to provide a quiet space for young people.</p> <p>There is also a breakfast club which students can attend.</p> <p>There is a robust tutor system</p> <p>Teaching Assistants, Teaching Staff, Tutors, House leaders, and others members of staff.</p> <p>There is flexibility for reduced timetables if there is a medical reason to suggest this would be beneficial.</p> <p>We also can put individual programmes of study together for particular students as part of a EHCP Plan.</p> <p>Students are referred to the school counsellor if it is deemed necessary, and students are discussed fortnightly with SLT, the SENCo.</p>

A team of teaching assistants, trained in differing roles to best support the individual needs of the students.

**10 What percentage of the school has SEN needs? What is the breakdown? How many children are in each year group?**

Whole School Send Profile 2018-2019 (as September 2018)

	EHCP	% of year group	K (SEN Need)	Total SEN	Total Sen % of year group	Total in Year group	Year On Year
Year 7	2	3	10	12	20	59	
Year 8	5	8	8	13	20	64	↔
Year 9	2	4	10	12	26	46	↔
Year 10	1	1	13	14	20	68	↔
Year 11	2	3	10	12	18	68	↓
Whole School	12	4	51	63	21	305	

Whole School Send Profile 2017-2018 (as September 2017)

	EHCP	% of year group	K (SEN Need)	Total SEN	Total Sen % of year group	Total in Year group
Year 7	5	8	17	21	33	64
Year 8	2	4	14	16	34	47
Year 9	1	1.3	17	18	24	76
Year 10	2	3	10	12	18	67
Year 11	2	3	9	11 ↓	16	68
Whole School	12		67	78	24 ↓	322

## Whole School Send Profile 2016/2017

	EHCP	K (SEN Need)	Total SEN	Total Sen % of year group	Total in Year group	Year On Year
Year 7	1	17	18	38	49	↑
Year 8	2↓	21	23	33	70	↓
Year 9	2↓	7	9	13	70	↓
Year 10	2↔	7	9	13	70	↔
Year 11	1↓	10	11	18	61	↔
Whole School	8↓	62	70	22	320	↑

## Whole School Send Profile 2015/16

	EHCP	K (SEN Need)	Total SEN	Total in Year group
Year 7	3	27	30	78
Year 8	3	8	11	69
Year 9	2	8	10	73
Year 10	2	10	12	63
Year 11	2	7	9	65
Whole School	12	60	72	349

<b>11.</b>	<b>Communication – how will the school let parents/carers know about things?</b>	Parentmail Letters home Text Parents evening Telephone calls Email Termly newsletter Meetings Email
<b>12.</b>	<b>How will the curriculum be matched to my child's needs?</b>	<p>Students who require additional intervention will be removed from some lessons to attend targeted intervention sessions. The lessons that they are removed from will differ each week to ensure that the same curriculum area is not being repeatedly missed.</p> <p>For those students whom a part time timetable is most appropriate, a curriculum discussion will take place with the relevant Assistant Head Teacher, and a reduced timetable can be agreed with the student and parents. A part time timetable should be a short-term measure, and will eventually be increased. This can, however be an effective short term strategy for some students. This will always be discussed with the EWO in order to ensure we are following procedure and statutory guidance.</p> <p>During the options process, those students with additional needs will be given support from the Deputy Head Teacher, and also the SENCo to ensure that the choices they make provide them with the best chances in the future, and meets the profile of the learner. Given the changes in educational legislation and the expectation on our young people, this is approached very sensitively.</p> <p>Some students have an alternative bespoke curriculum put in place, but that is on and need by need basis.</p>
<b>13,</b>	<b>How flexible is the setting with regards to the average day?</b>	<p>Any reduction in timetable must be agreed with parents and the student, and should only be for a short period unless there are medical mitigating circumstances. In extreme cases, some students take less GCSE subjects to enable them to manage their KS4 outcomes. Any student who requires some down time in a</p>

		<p>quiet space will be provided with this. This may operate on an ad-hock basis.</p> <p>Intervention sessions for students who need additional support also run before and after school; In the mornings for KS3 students and in the afternoons for KS4 students. These students are carefully targeted and discussed with subject leaders and SLT.</p>
<b>14.</b>	<b>How is the decision made about what type and how much support my child will receive?</b>	<p>Students with EHCP will join the school with clear information on the kind of support and what is needed to best support them. Students with additional needs without an EHCP plan, will be regularly monitored, and interventions and support are adapted to meet the change in need. It is our intention to best meet the need of the student with appropriate support. We are an inclusive school, and aim for all students to feel successful at PVS.</p>
<b>15.</b>	<b>How will the setting support my child?</b>	<p>Homework club          Breakfast and lunch club          Riding for the Disabled          My Plan          My Support Plan          Carefully targeted intervention to meet need.          Robust data and tracking          Shared information in pastoral briefings          Tutor support          House leaders support</p>
<b>16.</b>	<b>How and who do parents/carers alert if my child is not getting the support they need?</b>	<p>In the first instance, please contact Mrs. Vicky Phillips, SENCo at PVS.  <a href="mailto:vph@pewsey-vale.wilts.sch.uk">vph@pewsey-vale.wilts.sch.uk</a></p> <p>You may also wish to speak with your child's tutor, or class teacher. If you feel that the issue is more serious, please contact either Mrs V Phillips, or Miss C Dean, Mr Robinson or Mrs Kirsty Protheroe (Deputy Headteacher).</p>
<b>17.</b>	<b>What support is there for parents/carers?</b>	<p>SEN parents information evenings          Parent Support Advisor (PSA)</p>



		<p>Parents evenings  Tutor evenings  SPOC Team (Single Point of Access Team) and SEND support services. 01225 757985  SEND Lead workers  Education Welfare Officer  Education Officer  MASH advisers  Early Help Team</p>
18.	<b>How are the settings resources allocated and matched to the children's SEN?</b>	<p>Students with Education Health and Social Care Plan have needs that that need to be matched with appropriate support. Support is given to the students to match need, and is a multi faceted approach, allowing for a range of support strategies.</p> <p>Some students are given iPads to allow them to best use access learning both at school and at home.</p>
19.	<b>Who can I contact for further information and how?</b>	<p>Email addresses of all staff can be found on the school website.</p> <p>Telephone:  SENCo  Tutors  Teaching Staff  Assistant Head Teachers</p>
20.	<p><b>How will my child be included in activities outside of the classroom including school trips?</b></p> <p><b>What social/out of school opportunities are there?</b></p>	<p>At Pewsey Vale, we have an extensive trips and visits program that all pupils are invited to attend. There are also enrichment opportunities for all pupils, such as sports, art, music, school productions, cookery competitions and much more.</p> <p>A list of enrichment opportunities can be found on the school website; this is updated regularly to reflect the current opportunities offered. We are an inclusive school, and encourage all students to take part in activities offered.</p>
21.	<b>How accessible is the setting environment?</b>	<p>The school site is mainly on ground level, and split into three main blocks surrounding a central quadrant. There are two sets of stairs to access upper classrooms for four curriculum areas. Reception, first aid, the dining hall, main school hall, LRC and toilets are all located on the ground floor.</p>

		There is a sound system in place for assemblies, so that all sound can be amplified.
<b>22.</b>	<b>Can my child school dinner requirements be accommodated if they have a special diet?</b>	All food that is served in the dining hall is cooked on site. Therefore, we are able to cater for all dietary needs. If your child has specific needs that need addressing, please let us know so that we can contact the dining staff to ensure their needs are met.

Should you have further queries then please don't hesitate to contact school.

- Headteacher Mr Neil Pritchard 01672 565000
- Deputy Headteacher Mrs Kirsty Protheroe 01672 565000
- SENCo and Assistant Headteacher Mrs V Phillips 01672 565000
- SPOCS helpline 01225 757985
- Education Welfare Service 01225 757985