

**Pewsey Vale School**

**SEND information report and policy 2019-2020**

The SEND code of practice January 2015 highlights (Section 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.wiltshire.gov.uk/local-offer](http://www.wiltshire.gov.uk/local-offer) 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.

**What specialist services are available or accessed by the setting?**

Learning Support

CAMHS

Splitz

Speech and Language Therapy

Art Therapy

Girls Group

Boys Group

Education Welfare Support

MASH (Multi Agency Safeguarding Hub)

ELSA

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

Lackham College Alternative provision

Greatwood Alternative provision

**What training have the staff supporting the children with SEND had or are having?**

ELSA

SULP

Speech and Language Training

Advice on teaching students with Autism.

Accelerated Reader

Literacy intervention

Maths support work.

Attachment Disorder

**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?**

Students are tested for reading accuracy, spelling, reading understanding and complete a Math’s baseline test. This allows us to target support for students with additional needs, whilst giving us an indication of 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.

If you are concerned that your child has SEN, and would like us to investigate further, please contact Mr Tom Robinson AHT (SENCo) [SENCO@pewsey-vale.wilts.sch.uk](mailto:SENCO@pewsey-vale.wilts.sch.uk) or speak to your child’s tutor who will signpost to the correct member of staff.

**How will the school prepare and support my child to join the setting and transfer to a new setting? (What are the arrangements?)**

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 an EHCP, ,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 Education Officer to ensure when needs are met. 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.

All students on the SEN register are tested for Exam concessions at the end of Year 9, which remain in place for KS4 examinations, and are sent on with the students to their KS5 setting.

In preparing for KS5 each student with an EHCP meets with their SEND Lead Worker who outlines and prepares provision required for KS5. This is shared with the KS5 provider to ensure that all needs are prepared for.

Open days at KS5 provision will be supported by the SENCo and the 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.

**What type of SEND does your setting provide support for?**

* Cognition and Learning Need (mld, Dyslexia, literacy and numeracy difficulties)
* Physical and Sensory need (HI, VI, PI, PD)
* Communication and Interaction Difficulty (Speech language and communication difficulty, ASD, anxiety)
* Social Emotional and Mental Health Need (Including ADHD, ADD)
* Complex needs
* ASD

**How will I know how well my child is doing and how will you help me to support my child’s learning and development?**

Whole school reports for individual subjects are generated and sent home each term. For students on intervention programs, the students are tested every ten weeks to track progress. This will allow SEND staff to adjust intervention strategies to ensure that all learners continue to progress and be successful.

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, and referrals to specialist teacher advisors complete when they are deemed as necessary.

**What cultural backgrounds does the setting offer and how?**

Mainly a Christian religious profile, however, all faiths and religious groups will be supported when they attend the school.

**What type of and how many complaints did you receive last year and how were they resolved?**

During last year, the school received two complaints. This was handled promptly using the School’s Complaints Process.

**What support will there be for my child’s overall wellbeing?**

During social times, and before and after school the Learning Support Facility remains open as a support base. There are a team of teaching assistants, trained in differing roles to best support the individual needs of the students.

The Library is also open during break and lunchtime to provide a quiet space for young people.

There is also a breakfast club which students can attend.

There is a robust tutor system- where there are concerns these are initially discussed with the House Lead, and then onto SLT if it is deemed necessary. Tutors liaise with parents to ensure that communication is clear, and promotes a culture of working together.

Teaching Assistants, Teaching Staff, Tutors, House leaders, and others members of staff.

There is flexibility for reduced timetables if there is a medical reason to suggest this would be beneficial.

We also can put individual programs of study together for particular students as part of an EHCP Plan.

Students are referred to the school counsellor if it is deemed necessary, as well as students being discussed weekly in pastoral briefing and also with House lead and SLT.

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

**Numbers of Students (As September 2019)**



**Communication – how will the school let parents/carers know about things?**

* Parentmail
* Letters home
* Text
* Parents evening
* Telephone calls
* Email
* Termly newsletter
* Meetings
* Email

**How will the curriculum be matched to my child’s needs?**

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.

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.

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.

Some students have an alternative bespoke curriculum put in place, such as Sparsholt College, Greatwood Equine Therapy and also Lackham College, but that is on and need by need basis.

**How flexible is the setting with regards to the average day?**

Pewsey Vale School are committed to achieving the right outcomes for all students. Some students may require more robust and creative support than others. Sometimes it is suggest that an alternative timetable is followed which could mean, as an example: A reduced timetable. 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 quiet space will be provided with this. This may operate on an ad-hock basis.

**How is the decision made about what type and how much support my child will receive?**

Students with an EHCP will join the school with clear information on the kind of support and what is needed to best support them, this is discussed throughout year 6, with enhanced transition visits, along with the Education Officer. 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 students with appropriate support. We are an inclusive school, and aim for all students to feel successful and to reach their potential with the right support.

**How will the setting support my child?**

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

**How and who do parents/carers alert if my child is not getting the support they need?**

The first person to contact on any issue the tutor. If there are still concerns then the house leads can be contacted; Mr Tom Robinson (AHT SENDCO) and Miss Chantal Dean. In the event that there are increasing concerns then Mrs Protheroe (Deputy Head Teacher) and Mr Pritchard (Headteacher) are the people to contact: Mr Pritchard can be contacted via his secretary: Mrs Lisa Bradshaw: [head@pewsey-vale.wilts.sch.uk](mailto:head@pewsey-vale.wilts.sch.uk)

**What support is there for parents/carers?**

Leadership Team

Tutor Team

SEN parents information evenings

Parent’s 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 (Multi Agency Safeguarding Hub)

School Nurse (Drop in Sessions offered on a Thursday lunchtime).

Early Help Team

Parent Teacher Association

**How are the settings resources allocated and then matched to the Students’ SEND needs?**

Students with Education Health and Social Care Plan are carefully monitored. The School work closely with the Education Officer to ensure that the needs and outcomes outlined in the EHCP are met, and that the appropriate provision is in place. This is updated and altered as the needs of the students change.

**Who can I contact for further information and how?**

Please visit our website for all contact information.

**How will my child be included in activities outside of the classroom including school trips?**

**What social/out of school opportunities are there?**

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.

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.

**How accessible is the setting environment?**

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.

There is a sound system in place for assemblies, so that all sound can be amplified.

**Can my child school dinner requirements be accommodated if they have a special diet?**

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 Mr Tom Robinson 01672 565000
* SPOCS helpline 01225 757985
* Education Welfare Service 01225 757985