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<b>Date of Last OfSTED Inspection/rating</b>	May 2019 Requires Improvement	October 2017 Good
<b>Age Range of Students:</b>	11 - 16	11 - 16
<b>SEND Department</b>	Inclusion Team	Progress Base
<b>Admin and Communication Team:</b>	<a href="mailto:admin@wreake.bepschools.org">admin@wreake.bepschools.org</a>	<a href="mailto:office@roundhill.bepschools.org">office@roundhill.bepschools.org</a>

### Students are able to access a post-16 education at Bradgate Sixth Form

#### 1. Ethos and Values

The core purpose of the Bradgate Education Partnership Secondary Schools is to prepare young people to enter the world as confident, well-rounded and highly educated individuals. The SEND Departments working with you to nurture your child's self-confidence, encourage independence, and promote achievement in lessons.

The teams consist of highly experienced qualified Teaching Assistants (TAs) and support staff. As a team, we respond to the daily changing needs of students. We develop the skills of each other and our colleagues who work across the academy, in all year groups and in all areas of the curriculum to meet a wide range of individuals' needs.

#### 2. What kinds of Special Educational Needs and Disabilities does our Academy provide for?

The BEP secondary schools are co-educational and welcome all students with Special Educational Needs and Disabilities, as defined by the Code of Practice (2014). SEND occupies designated areas in each schools to provide a secure base for students to access support confidently. The expectation is for students to access as much of Academy life as is possible. We believe in High Quality Teaching and support Teaching Staff with advice and training to enable them to scaffold resources for all SEND students, including those with Educational Health Care Plans.

Each academy has its own unique building features. Both are able to offer a variety of learning experiences; library, design workshops and science laboratories. Wreake Valley Academy has additional lifts to the first floor, library and outside to maximise access for our students with mobility difficulties; whether they be temporary (crutches due to an injury/break) or more permanent. In both of these situations, an appropriate risk assessment is completed and reasonable adjustments made.

Wreake Valley Academy offers an Enhanced Resource Base (Bradgate Inclusion Centre) for young people with additional Interaction and Communication needs. The Bradgate Inclusion Centre is an

integral part of the building and has undergone considerable refurbishment. Students will be required to have an Educational Health Care Plan and may experience sensory sensitivities as part of their profile. Students accessing the Bradgate Inclusion Centre will be referred by the Local Authority.

### **3. How does the academy know if a student needs extra help and what should I do if I think my child does have special educational needs?**

We listen; to you, to your child, to teachers, to outside agencies...

We gather information from:

- KS2 teacher assessments, including SATs results
- Primary Annual Reviews and transition meetings
- EHC Plan documentation
- Information from outside agencies
- Baseline Assessments
- Class Teachers, school reports and attendance

Each of our students is an individual and each will need a different level of assessment and intervention. We will work with you, their parent/carer, to find a way forward.

If you have any concerns about your child feel free to contact the SENDCo to arrange a mutually convenient time to meet.

### **4. How will you and I know how my child is progressing?**

Wreake Valley and Roundhill Academies recognise the value of regular tracking to ensure pupil progress. Reports gather information about your child's grades and their attitude to Learning and you will have the opportunity to discuss this with subject teachers at Parents' Evenings.

The SENDCos works closely with the Pastoral and Student Support Teams to provide a 'wrap around' level of care; monitoring progress and attendance. If you have concerns about how well your child is doing, the SENDCo is available at Parent's Evenings, Induction Evenings, and Open evenings. You are welcome to telephone or meet the SENDCo at a mutually convenient time.

Some students will require more regular reviews with the SENDCo, and these will be negotiated with you.

Student progress is reflected in many ways: attendance, confidence to participate in lessons, ability to deal with situations when things go wrong, academic attainment, attitude to learning... It is important to us that the progress of our students is judged on the 'whole' as well as the academic.

### **5. How will the curriculum be matched to my child's needs? How will school staff support my child?**

We are committed to students having high aspirations. Information and training is provided to Teaching Staff; this ensures that the majority of student time is spent in lessons being taught. There is an extensive professional development programme, for both TAs and teaching staff, and SEND is an integral part of that.

Subject Teachers are responsible for all of the students in their classrooms and we are committed to ensuring staff are well informed about the needs of their students. Teaching Assistants (TA's) are allocated to some classes and the criteria for allocating TA support is clear and aligned to student need, as a priority.

We also recognise the need to respond to the needs of the individual. Students who require specific interventions are clearly identified and are specific to the need of students. There are entrance criteria

and progress is celebrated with both students and Parents/Carers. The timing of an intervention is carefully planned to try and minimise disruption to curriculum lessons.

## **Improving Learning**

### Literacy Intervention

In Year 7 and 8 we have adopted the Ruth Miskin Approach to Phonics – Fresh Start. This is a highly structured intervention which incorporates phonics, comprehension and writing tasks. There will be an opportunity to look at the program at the Open Evening and we invite you to meet with the SENDCo to find out more about the program and how you can help your child.

Spelling is addressed through an intervention which promotes strategies to learn spelling, including information about short-term memory. We continue to develop our practice and extend our resources to provide a focused intervention for reading and comprehension.

### Maths Intervention

We have TAs working alongside students in lessons and in small groups (as agreed with the class teacher). We endeavor to build the expertise of TAs to provide more bespoke interventions.

### Help with homework

Take the stress out of completing homework; encourage your child to attend a homework club. This is an ideal opportunity for students to have access to adult support and ICT facilities, including printing. Just let us know to expect your child by giving us a call.

In Year 10 and 11, where the emphasis is on GCSEs, we try our best to minimise withdrawal from GCSE subjects.

### Exam Access Arrangements

Joint Council for Qualifications (JCQ) is the body that governs the strict criteria that are applied to access arrangements for examinations. We are determined to work within their ethos and guidelines to ensure that students are able to access their exams. It is important that students make the most of their entitlement.

Screening tests and assessments are an integral part of our work within the academy. If your child meets the JCQ criteria we will write to you and let you know what access arrangement your child will be offered.

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

The strengths and difficulties of our students drive the intervention. We work closely with curriculum subjects and Pastoral and Student Services to identify and address any difficulties (social, emotional, academic).

Once a concern is raised we try to identify possible barriers to learning:

- gathering information from school and home
- collating internal assessment data
- using diagnostic assessments
- completing classroom observations
- checking attitude to learning
- discussing with your child their views on their progress, strengths and difficulties

Each of our students is an individual and each will need a different level of assessment and intervention. We will work with you, their Parent/Carer, to find a way forward. If necessary, we will approach an outside agency for advice.

## 7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We believe that, as far as is practically possible, all our students should be able to access physical activities and school trips.

We work closely with Parent/Carer, hospital consultants, occupational therapists and physiotherapists to try and ensure that students are included in as many activities as possible. Where there is a specific need that may require a more specialist approach, we will endeavour to put an individualised package in place.

## 8. What support will there be for my child/young person's overall wellbeing?

We are aware that students may need additional support for health reasons or for their emotional and general wellbeing. We work closely with the Heads of Year and Teaching Staff to ensure that your child can thrive.

Both Academies have a designated area which is open to students every lunchtime. Students are supervised and encouraged to share conversations, participate in activities and games or complete homework in a safe, calm environment; everyone is included.

### Improving Social, Emotional and Mental Health

#### Promoting Social Skills

Making friends in a new school is not always easy. Some of our students need the opportunity to meet in a group so the skills of making friends can be shared with sympathetic adults guiding them. This is a 6 week intervention and has already shown that it gives confidence to those who feel they have no voice and friends to those who feel on the outside.

#### Mentoring/Keyworking

It is important that students have a voice and have a trusted adult that they can turn to in school when they have concerns. We have staff trained in bereavement counselling and we try to ensure that your child can choose the adult within the school that they feel most comfortable talking to. When its needed we have access to other services, School Nurse, Talk<sup>2</sup>sort or a Relate Counsellor, to provide support.

#### Phased returns to school

There are a variety of reasons why your child may not be at school for a period of time; illness, injury, bereavement... We will work with you, your child, teaching staff, the Education Welfare Officer and, if needed the hospital school, to make school accessible and promote attendance to school and to lessons.

WVA SENDCO is a trained Mental Health First Aider.

## 9. What specialist services and expertise are available at or accessed by the school?

We work closely with a range of outside agencies and specialist services as appropriate:

- School Nurse/Health Professionals
- Education Welfare Officer
- Educational Psychologist

- Sensory Support Services
- Specialist Teaching Services
- Physiotherapy/Occupational Therapy
- Speech and Language Therapist
- Autism Outreach
- CAMHs
- Social Care (please note that we have a designated senior leader that co-ordinates Social Care involvement and they would be notified of any referrals/support requested from this service)

If we feel that additional advice is needed for a student we will discuss this with Parents/Carers to agree a way forward. A plan will be agreed and outside agencies will be invited to discuss next steps. A plan of action will be drawn up and regularly reviewed.

If a student requires Element 3 support funding or statutory assessment leading to an EHC Plan we will discuss this with you, guide you to independent advice (through SEDIASS) and endeavour to keep you fully informed of how the situation is progressing.

### 10. What training have the staff supporting students with SEND had?

All teachers at the college are teachers of students with Special Educational Needs and Disabilities; there is an extensive professional development programme with a strong focus on teaching and learning and SEND.

SEND staff regularly attend in-house, local and national training. They are an experienced and well-qualified team, with the majority of our TAs qualified to level 2 and some to level 3. Wreake Valley has successfully trained apprentice TAs, some of whom have continued their academic qualifications to gain Qualified Teacher Status to be Teachers.

The SENDCo, Jeanette Knowles, has many years' experience working as a SENDCO, Head of Year, as an Advisory Teacher for ASD in Coventry and is a Qualified Educational Assessor through British Psychology Society. Sarah Dally is a qualified SENDCo and brings experience from a variety of settings, she is continually developing her experience and qualifications.

We are all part of the Bradgate Education Partnership Secondary Schools working, with you, to meet the needs of all our students.

### 11. How accessible is the school?

Where access is not possible, because of the unique architectural aspect of the school, then we will look at timetabling lessons in classrooms that are accessible so that your child can access the full curriculum. On occasions it may be necessary to modify the curriculum and we will do this in consultation with you and, where necessary, with the advice of other professionals.

Accessibility to school trips will be discussed with you and we will work to ensure that your child has every opportunity to participate.

Wreake Valley Academy is designated as a 'Pathway' school because of the ease of access to the majority of the building and facilities.

### 12. How are parents and young people themselves involved in the school?

Students and Parents/Carers are actively encouraged to participate in school life..

We have a thriving school council managed by members of the Inclusion team. Student voice allows us to seek the views of our students on the curriculum, teaching and learning and wider aspects of

school life. Listening to our students is extremely valuable and, ultimately, we aim to actively take into account the views of all students in important decision-making.

Parents/Carers are offered a wide range of information and opportunities to meet with staff: Parents Evenings, Workshops and How to Support your child evenings are valuable times for Parents/Carers to take an active role in their child's school life.

Parents/Carers are also invited to join our Local Advisory Board as Parent Governors. Enquiries about being a Parent Governor should be made to the academy where your child is enrolled

## 12. Who can I contact for further information?

The SENDCos attend Open Evenings, Transition Meetings and Parents' Evenings; no appointment is necessary, we are available for you to share your concerns and celebrate successes. As far as possible we operate an open door policy. Parents/Carers, staff and students can ask for guidance at any time.

### SENDCo

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Sarah Halls Dally

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## 14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

If your child is moving to another school we will:

- contact the SENDCo and ensure they know about any special arrangements or support needed for your child
- pass all records about your child on as soon as possible

If your child is transferring from Year 6 without an Education, Health, Care Plan we will be liaising with Primary Feeder Schools to ensure that SEND information is transferred. You are welcome to contact us on the Open Evening or by telephone to discuss your concerns, as your child's parent/carer. If necessary we will offer your child additional transition visits to ensure that they are confident and ready for Secondary School life.

Staff work extremely hard to provide many opportunities for Primary School students to participate in activities during Year 6 and Year 5. All students attend two induction days at the end of the Summer and Inclusion staff support in those sessions.

If your child is transferring from Year 6 with an EHC Plan we will:

- attend the annual review or transition meeting
- organise transition sessions for your child to attend in the summer term
- provide TA support on induction days

Where a student with an EHC Plan transfers mid-term we will discuss this with you, the Special Education Service and any other relevant agencies. In addition, we will ensure that all students with Education, Health, Care Plans receive advice and support to complete personal statements and applications for University, Colleges or apprenticeships.

## 15. What other support is available?

More information about the Local Offer in Leicestershire is available:



**The Bradgate Education Partnership  
Secondary School SEND Information for Parents/Carers**



<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send>

If you require independent advice, please contact  
SEND Information Advice and Support Service (SENDIASS Leicestershire)  
Telephone: 0116 305 5614  
Duty line opening times Monday-Friday 9am-3pm - answerphone service in operation outside of these hours  
Email: [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/send-information-advice-and-support-service-sendiass>