

The Bradgate Education Partnership  
Wreake Valley Academy SEND Information for Parents/Carers  
2022-2023

<b>Headteacher</b>	Tim Marston
<b>Head of School</b>	Nicola Morland
<b>SENDCo</b>	Jeanette Knowles ( <a href="mailto:jknowles@wreake.bepschools.org">jknowles@wreake.bepschools.org</a> )
<b>Address</b>	Wreake Valley Academy Parkstone Road Syston LE7 1LY
<b>Telephone Number</b>	0116 264 1080
<b>Website Address</b>	<a href="http://Wreake Valley Academy (bepschools.org)">Wreake Valley Academy (bepschools.org)</a>
<b>Date of Last OfSTED Inspection/rating</b>	February 2022 Good
<b>Age Range of Students</b>	11 – 16 Students can access a post-16 education at Bradgate Sixth Form
<b>Admin/ Communication Team:</b>	<a href="mailto:admin@wreake.bepschools.org">admin@wreake.bepschools.org</a>

### Types of SEND:

The kinds of SEND that we provide for

Wreake Valley Academy is a co-educational secondary school and welcomes all students with Special Educational Needs and Disabilities, as defined by the Code of Practice (2014).

Our profile (July 2022):

SEN Status	No. of Students	First priority SEN Need	No. of Students
Education, Health and Care Plan	28	Attention Deficit (Hyperactivity) Disorder	3
SEN Support	153	Autistic Spectrum Disorder	27
		Hearing Impairment	3
		Learning Difficulty	55
		Other Difficulty/Disability	13
		Physical Disability	9
		Sensory processing disorder	1
		Social, Emotional & Mental Health	56
		Specific Learning Difficulty (Dyslexia/Dyspraxia/Dysgraphia)	36
		Speech, Language and Communication Need	18
		Vision Impairment	3

**Accessibility:** 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 situations, an appropriate risk assessment is completed, and reasonable adjustments made; this is likely to involve access to the SEND Hub (IN1).

**Bradgate Inclusion Centre:** Enhanced Resource Base for young people with additional Interaction and Communication/Sensory/anxiety needs. The Bradgate Inclusion Centre is an integral part of Wreake Valley.

Students are required to have an Educational Health Care and will be allocated by the Local Authority through the statutory process.



### Our approach:

How we identify SEN and assessing needs

SEND needs are identified from

- KS2 information, including SATs results
- Primary Annual Reviews and transition meetings
- EHC Plan documentation
- Information from outside agencies (for example, Education Psychologist, Speech and Language Therapist, Paediatrician, CAMHs)

In addition, students attending Wreake Valley Academy will participate in the following assessments.

Assessment	Year Group	Purpose
New Group Reading Test (NGRT)	7	Identify students needing literacy intervention
Spelling (Vernon)		
Spelling and Reading Comprehension Speed (SpARCs)	9	Screening for exam access arrangements

This information, together with Parent/Carer meetings/teacher feedback and attendance data, will help identify students who are SEND.

Additional assessments may be appropriate, and these will be agreed with Parents/Carers before administration. Once completed and shared with Parents/Carers the key points will be shared with Teaching Staff to focus teaching strategies.

### Teaching & Learning:

What is our approach to teaching pupils with SEN?

How we adapt the curriculum and the environment for pupils with SEND?

The expectation is for students to access as much of Academy life as is possible. We believe in High Quality Teaching and focus on students being in lessons taught by professional teachers.

Subject Teachers are responsible for all of the students in their classrooms, SEND statuses and strategies for teaching students are available on Arbor. Advice and training enable them to scaffold resources for all SEND students.

Teaching Assistants (TAs) are allocated to students with Education Health and Care plans, as a priority. They support completion of homework at lunchtime and after school (Thursday). Interventions for SEND students are delivered by Teaching Assistants (TAs)

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.

SEND interventions are focused in Years 7, 8 and 9. In Year 10 and 11, where the emphasis is on GCSEs, we try our best to minimise withdrawal from GCSE subjects; Curriculum areas deliver subject specific interventions.

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

## Reviews

How we assess and review progress of SEND learners.

How parents are involved in reviews.

Pupil's progress towards any EHCP outcomes.

Progress is reviewed, by curriculum subjects, on a termly basis. These results are shared with students. Any concerns about progress may be raised with the SENDCo after discussion with Parents/Carers.

EHCPs are reviewed formally every year and outcomes changed/kept in agreement with Parents/Carers. Teachers are expected to give feedback to the Annual Reviews, and we use 'round robins' to collate this feedback.

## Parents

How we consult parents of pupils with SEND and involve them in their child's education.

Parents/Carers are consulted on Parents Evenings and information about interventions is shared as they are timetabled.

Parents/Carers are encouraged to be proactive and seek advice from Teaching Staff and the SENDCo as concerns arise. The Pastoral Team monitor attendance and behaviour as first indicators to difficulties; they work closely with Parents/Carers to ensure students are in school.

Parent meetings are based on 'What's working/What's not/Action Plan' this contributes to the graduated response.

## Pupil Views

For pupils with SEND, how we:

Consult them about their education.

Involve them in planning their education.

#### Involve them in their review

Pupil voice is collected using several strategies: for example, RAG rating timetable, SDQ, One-page profiles.  
Student voice is collected before each review and students are encouraged to take part in review meetings. If needed Student voice is shared with a trusted adult who may speak in the meeting on their behalf.

#### **Inclusion outside lessons**

How we support pupils to engage in activities with pupils who do not have SEN

All students, including those with SEND, are encouraged to take part in the wider community. Risk assessments and reasonable adjustments will be put in place to make outside lessons as positive as possible. If appropriate, TA support is used to help students access clubs and trips.  
A designated area (IN5) 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.  
Homework Club runs every Thursday after school in IN1 or students can use the school library.  
IN1 is also open before school for students being supported into school/lessons.

#### **Staff Training & Development**

the expertise and training of staff to support SEND.

All Staff are trained to level 1: Understanding Autism  
The SENDCo leads half termly training with a student focussed session. Teaching and Learning focuses on access to the curriculum. Friday mornings and Tuesday twilight sessions are used on a weekly basis to share strategies.  
Three good lessons every day is the expectation for both students and Teaching.  
  
The SENDCO and HLTA are qualified Educational Assessors and level 3 Autism trained. The SENDCo holds a Nurture Manager Qualification as well as post graduate qualifications in Challenging Behaviour and Learning Difficulties. There is no requirement for the SENDCO to hold the additional SENDCo qualification because of the length of service.

#### **Support Services**

Involving others to meet pupil's SEND.  
Involving others to support families.  
Access and secure specialist expertise.

We work closely with a range of outside agencies and specialist services as appropriate: •  
School Nurse/Health Professionals

- Educational Psychologist
- Sensory Support Services
- Specialist Teaching Services
- Speech and Language Therapist

- Autism Outreach
- CAMHs
- Social Care (please note that we have a designated senior leader, Sonia Pope, who co-ordinates Social Care involvement)

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.

If a student requires Element 3 support funding or statutory assessment leading to an EHC Plan we will discuss this with you, and guide you to independent advice (through SENDIASS [sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)).

## Transition

How we support pupils to move between phases of education (and to prepare for adulthood from Y9 onwards).

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

- attend the annual review or transition meeting (please let your Primary School know that they need to invite us!)
- organise transition sessions for your child to attend in the summer term
- provide TA support on induction days

In Year 9 we will ensure that all students with Education, Health, Care Plans receive advice and support to choose GCSEs. Exam access arrangements will be put in place and opportunities to practice using these, in exam conditions, provided.

Careers advice is provided through our Careers advisor, Geoff Parkinson and he works closely with us to make sure students with SEND can access the opportunities for workshops/networking. We will support students to complete personal statements and applications for colleges or apprenticeships.

## Emotional and Social Development

Support for this area of SEND, including any pastoral support

Social and emotional well-being is a key part of work.

We work closely with Year Heads to support attendance to school/lessons.

Students are encouraged to have a trusted adult they feel comfortable working with.

We are developing a range of mentoring sessions between SEND students and TAs.

IN1 is used as a 'safe place' should students experience levels of feeling overwhelmed.

Relate is available weekly and a referral protocol is in place to access this.

Students are guided to online resources (for example KOOTH)

We work closely with CAMHs, using their Professionals Advice Line, when necessary.

Mentoring/group work sessions can also be arranged through places like Love4Life, Generation Youth.

## **Bullying**

Measures to prevent bullying.

Wreake Valley has a comprehensive anti-bullying policy. This can be found on the schools' website.

Education is key to teaching students' tolerance, and this is interleaved in the PD curriculum.

Where SEND students are involved, as victims or perpetrators, mediations and resources (e.g. social stories) are used to ensure all parties understand the impact of actions. Advice from bodies, such as Autism Outreach, will support actions where direct teaching/mediation is needed.

## **Complaints**

How we deal with parent complaints about SEND provision.

The complaints procedure is laid out in the complaints policy.

We would strongly advise Parents/Carers to contact SENDIASS ([sendiass@leics.gov.uk](mailto:sendiass@leics.gov.uk)) alongside using the schools' complaints procedures.

## **Evaluation**

How we evaluate the effectiveness of our SEND provision.

Every intervention is baseline assessed and progress measured.

The ultimate measure of effectiveness is the choices students can make at the end of the GCSE courses. It is important that the work we do to build confidence, resilience and outcomes that allow students to access the courses they want to.

Parents/Carers and student views are gained through our work through the assess, plan, do, review process.

Parents/Carers and students' views are gathered when referrals are made to other professionals.

Parents/Carers views are sought at Parents' Evenings

Professionals who work with us are positive and complimentary about the support given and the feedback we provide to them.



**The Bradgate Education Partnership  
Wreake Valley Academy SEND Information for Parents/Carers  
2022-2023**

More information about the Local Offer in Leicestershire is available:

<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-sendias>

See the video link below for information about the Local Offer:

<https://youtu.be/KQd-fob5sRo>