

Stronger Together



BRADGATE
Education Partnership

Wreake Valley Academy

SEN Information Report

Approved by: Trust Board [11.09.24]
Report produced by: Genevieve Lovegrove
Review Date: September 2024

Ambitious
Collaborative
Ethical



This Information Report has been prepared by Genevieve Lovegrove at Wreake Valley Academy approved by the Board of Trustees on 11.09.24 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

<p>The school makes provision for the following kinds of SEND</p>	<p>ADHD (attention deficit hyperactivity disorder) ASD/C (autism spectrum diagnosis/condition) ODD (oppositional defiance disorder) Speech and Language issues Dyslexia, Dyspraxia and Dysgraphia SEMH (social, emotional and mental health) Anxiety Sensory Issues Diabetes EAL (English as an additional language) Tourette's syndrome Physical disabilities including broken bones Visual impairment Hearing impairment Bereavement Incontinence needs Physical disabilities including breaks and fractures Medical needs including epilepsy and joint elasticity</p>
<p>The school identifies and assesses SEND by:</p>	<p>As a secondary school with approximately 200 pupils in each year 7 intake, about 90% of our pupils with SEND come to Wreake with prior SEND support from their primary feeder schools.</p> <p>Knowledge of each pupil is developed through the following before the pupil starts at Wreake:</p> <ul style="list-style-type: none">• Attending EHCP annual reviews in year 6 at primary schools



- Observing SEND pupils in year 6 at primary schools
- Meeting with primary SENCOs including discussion and handing over of pupil SEND files
- Hosting parent information evenings in the summer of year 6 at Wreake Valley Academy.
- Hosting an additional transition day for SEND pupils in June of year 6.

Once in Wreake the following take place within the first term:

- Observations of pupils with EHCPs
- Observations of all SEND pupils
- Discussion with TAs about the needs, support and confidence of all SEND pupils.
- Visual stress test – if white paper can cause letters to appear hazy or move around. where indicated this might be an issue which can result in a pupil using a coloured overlay and having their exercise books printed in one of 12 colours.
- NGRT test – a reading assessment where all pupils achieve a standardised score and a 'reading age'.
- Vernon test – a spelling assessment where all pupils achieve a standardised score and a 'spelling age'
- Within the English dept an 'Accelerated Reader' STAR test takes place where all pupils are again assessed for reading age and standardised score but are also given reading-based targets



and recommended a selection of approximately 200 books to choose from in the school's huge library.

- For those pupils showing a low reading ability (approximately lowest 15th percentile) a further reading assessment is completed to see if it would benefit the pupil to undertake a daily 'Fresh Start' reading intervention programme with a Learning Mentor.
- For pupils whose reading is not sufficiently low enough for Fresh Start but could still do with a reading boost, a 1:1 'Reading Box' intervention takes place 2-3 times per week with a teaching assistant.
- A numeracy assessment takes place to determine which ability maths set a pupil should be in, providing the appropriate support for each pupil's needs.
- Focused SEND parent evening in mid/end September where invitations to parents of pupils on the SEND register are sent out offering a 1:1 appointment with the SENDCo and Assistant SENDCo.
- If a parent or pupil or member of staff believes that a child may display neurodiverse traits (typically ADHD or ASD) a series of questions are answered by staff who know the pupil well. This questionnaire is then passed on to the parent and the child's GP.

We have a freelance assessor who visits the school approximately once per half-term to complete a



variety of assessments with identified pupils including:

- Dyslexia screening.
- DRA – diagnostic reading assessment
- BPVS – a vocabulary assessment
- CToP – chronological test of phonological processing
- DASH test – for handwriting

Observations and Conversations within the first year:

- If a child is already diagnosed with Autism (ASD) there will be a visit from Autism Outreach in year 7. This would lead to a report being written with suggested strategies for support.
- If a child is already diagnosed with ADHD there will be an observation from ADHD Solutions in year 7. This would lead to a report being written with suggested strategies for support.
- For students displaying complex emotional needs it is possible that an Educational Psychologist will assess the pupil. This would lead to a report being written with suggested strategies for support.

If it is felt that a pupil has a high level of SEND needs and would benefit from extra resources (usually 1:1 teaching assistant support) the preparation and submission of an Educational Health Care Plan (EHCP) or application for Special Educational Needs Interim Funding (SENIF, formally known as Top-Up funding) can take place.



The school supports SEND in accordance with its policy framework which is set out at:	<ul style="list-style-type: none">• SEND-Policy-2024-1-WVA.pdf (bepschools.org)• SEND-Information-for-Parents-2022-2023.pdf (bepschools.org)• Accessibility-Plan-Wreake-Valley-2023.pdf (bepschools.org)• EQUAL OPPORTUNITIES POLICY (bepschools.org)
The school's SENCO's details are:	Genevieve Lovegrove glovegrove@wreake.bepschools.org 0116 2641080
The school's staff have been trained and have expertise in the following areas:	ELSA – emotional literacy support assistant Phonics training Teaching EAL Level 3 TA qualifications Level 3 autism training Level 7 – managing behaviour and learning difficulties
The school will secure equipment and facilities for pupils with SEND by:	If extra resources are recommended to support a pupil's SEND needs one route that can be taken is to apply for Special Educational Needs Interim Funding (SENIF).



<p>The school aims to involve the parents/carers and pupils with SEND and will do so by:</p>	<p>Producing a summary of each pupils SEND needs and strategies to support them. This is done on an Individual Educational Plan (IEP) which is emailed to parents for further comments. This is then given to each member of staff that works with the pupil as well as being available on 'Arbor' – the school's Management Information System.</p> <p>Parents are invited in each term to review the child's progress and their IEP.</p> <p>For pupils with an EHCP communication from the SEND department occurs at least every half-term including progress, support and strategies. In addition, there is a formal annual review.</p>
<p>Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:</p>	<p>Initially, any concerns or complaints about the SEND response or provision should be addressed to the SENDCo. Beyond this, concerns and complaints should go the headteacher.</p> <p>BEP-Complaints-Procedure-2024-v1.pdf (bepschools.org)</p>
<p>The school liaises with other agencies to support school with SEND and their families by:</p>	<p>The academy frequently works with the following, all of which can be contacted via the SEND department:</p> <ul style="list-style-type: none">• ADHD Solutions• Autism Outreach• Educational Psychologists <p>For counselling and emotional support, our safeguarding team can assess pupils to decide if they may benefit from some of the following:</p> <ul style="list-style-type: none">• Relate• Teen Health



	<ul style="list-style-type: none">• Talking therapies• Art therapy• Early Help
<p>The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support.</p> <p>Local independent advice and support service can be contacted at:</p>	<p>SEND Information Advice and Support Service (SENDIASS) Leicestershire County Council</p>
<p>The school works on transition arrangements for pupils joining or leaving the school by:</p>	<p>All pupils joining Wreake Valley Academy are invited to two 'transition days' in June or July of year 6. In addition, pupils with SEND are invited to an earlier day as are 'lone' pupils where they know of no other children joining.</p> <p>If any pupils and particularly those with SEND are thinking of joining 'in-year' (i.e. during the academic year rather than at its outset) we advise a tour of the school prior to starting.</p> <p>Careers support for pupils with SEND is provided on a 1:1 basis whereby pupils' strengths, interests, needs and ambitions are discussed with the school's experienced careers advisor.</p> <p>For SEND pupils moving on to different educational settings after year 11 or year 13 escorted college visits can be arranged.</p>
<p>The Local Offer produced by Leicestershire Local Authority is available at:</p>	<p>https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability</p>

