



Woodbrook Vale School

Special Educational Needs (SEND) Information Report – September 2018



School/College Name:	Woodbrook Vale School
Address:	Grasmere Road, Loughborough, Leicestershire, LE11 2ST
Telephone Number:	01509 557560
Name of Headteacher:	Gary Peat
Headteacher contact details:	Tel: 01509 557560 Email: gpeat@wbvs.co.uk
Website address:	http://www.wbvs.co.uk
Twitter Feed details:	https://twitter.com/woodbrookvale
School/College Specialism:	Arts and Science
Age Range of students:	11 - 16
Date of Last Inspection:	1-2 July 2015
Outcome of last inspection:	Good

Does school/college have a specialist designated unit / additional learning support department? Woodbrook Vale have a specific Learning Support Faculty which is integrated a part of the main school, not a designated specialised unit

Total number of students with special educational needs at school (SEN support): 75

Total number of students with an EHCP: 8

Total number of students receiving additional learning support: 175



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We are a mainstream school with a strong inclusive ethos based on our motto “Aspire Enjoy Succeed”. We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all our students, including those with SEND, in order that they realise their full potential. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our students.

Information about:	How we do it at Woodbrook Vale School:
<i>The arrangements for the admission of students with SEND</i>	Where a student has named Woodbrook Vale as their destination school on their Educational Health and Care Plan, a place will be made available as long as the school has capacity and is able to meet the need of that student by making reasonable adjustments. All other students with SEND will be considered for a place in line with the criteria outlined in the schools Admissions Policy. This can be found here .
<i>Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school.</i>	In line with Special Educational Needs and Disability Policy and Accessibility Plan, Woodbrook Vale are focussed on ensuring the school environment is physically accessible for all students. This includes having accessible areas at lunch and break times for students who may need physical support or equipment, having full risk assessments in place and personalised evacuation plans for identified pupils as and when required. Woodbrook Vale will always endeavour to ensure that equipment in school is suitable for the needs of the students on roll. If the school is required to obtain equipment to support a physical disability, the school will attempt to seek funding as appropriate and

	<p>make reasonable adjustments in order to meet needs. This may involve working alongside the local authority, commissioning an assessment and taking advice from an Occupational Therapist.</p>
<p><i>Ensuring that information for disabled pupils is readily accessible</i></p>	<p>All information is accessible through the Woodbrook Vale website. Parents or carers are welcome to contact Learning Support at any time to ask any questions or raise any concerns that they may have. The SEND team, along with the SEN administrative officer, will ensure all appropriate and necessary SEND information is shared with parents and carers where a student is unable to do so. This may involve, for example, using translation services. Additionally information is shared at parents evenings, forums and reviews. Where students are SEN Support or have an EHCP, parents will have three opportunities to meet to discuss support and progress.</p>
<p>1. <i>The kinds of special educational needs for which provision is made at the school.</i></p>	<p>We are a mainstream school, we aspire for all of our students to achieve their potential, including those with SEND. Students are identified as SEND when their progress has significantly slowed or stopped, and the interventions and/or resources based on Quality First Teaching that we normally put in place do not enable improvement. A student may also be classed as SEND where there are external agencies involved with the child such as Autism Outreach; ADHD solutions; CAMHS or Speech and Language services. We have specific plans and use one page students' profiles to help support their development and accelerate progress.</p> <p>Typically, the students with SEND in our school have difficulties with speech and language, learning generally (especially reading and/ or writing), social or emotional development, and sensory difficulties with sight and/ or hearing. We have a number of students diagnosed with Autistic Spectrum Disorder.</p>

2. *The school's policies for the identification and assessment of students with special educational needs.*

Our teachers closely monitor the progress made by all students and ask advice from the SENDCO or Assistant SENDCO as soon as they have concerns about any student. We have close links with our feeder primary schools and this helps us to understand the needs of SEND students before they arrive. We use Key Stage 2 teacher assessment and base line testing such as the new group reading test GL assessments to identify which students will require SEND support. The SENDCO and Assistant SENDCO can also help teachers to plan activities such as small group work or special programmes to help the students. If these activities don't help the student to make better progress the SENDCO or Assistant SENDCO might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENDCO, Assistant SENDCO, form tutor or subject teacher will meet with parents/carers and student and together agree that additional SEN support will be put in place.

We will inform all new year 7 parents if your child has been placed on the SEND register. We will also inform you if we feel your child has made necessary progress and no longer needs to remain on the SEND register.

The school will apply to the Joint Council of Qualifications for access arrangements at Key Stage 4 where there is a history of need e.g. access arrangements were in place in the primary school or where testing demonstrates that the standardised reading score is 85 or below.

We will inform parents in writing if the JCQ has agreed an exam concession. We will ask you to encourage your child to use this concession by discussing it with them at home.

	<p>As soon as your child's SEND has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress.</p>
<p>3. <i>The school's policies for making provision for students with special educational needs whether or not students have EHC Plans, including:</i></p>	<p>Our policies on SEND and access provide information about how we make provision for all students with SEN. These policies are available to view on the school's website under 'school information'.</p>
<p>a) <i>How the school evaluates the effectiveness of its provision for such students;</i></p>	<p>We regularly review data for all students and the impact of interventions is measured and evaluated. Subsequent interventions will then be put in place if needed. All parents receive termly reports.</p> <p>The SENDCO, Assistant SENDCO and the achievement group will assess and review the progress of all students with SEND at key data points in the year. This includes academic progress, attendance, behaviour, readiness for learning and self-esteem. The outcomes of these reviews will be shared with parents at parents' evenings or review meetings with the Form Tutor/ Head of Year, SENDCO or Assistant SENDCO.</p>
<p>b) <i>The school's arrangements for assessing and reviewing the progress of students with special educational needs;</i></p>	<p>All students are assessed regularly throughout Key Stages Three and Four. Teachers use these outcomes to measure whether the student is on target to achieve their potential. The SENDCO, Assistant SENDCO and the achievement group will also assess and review the progress of all students with SEND at key data points in the year. We use a programme called Go4Schools that parents can also access from home.</p> <p>If a student has an EHCP, their progress will be formally reviewed. An Education, Health and Care (EHC) plan review and / or transfer review will take place during the academic year. Key professionals involved in the plan will be invited to attend. Parents are central to the planning and intended outcomes of</p>

	<p>the plan. The SENDCO or Assistant SENDCO will attend transfer reviews for students in Year 6 who have identified Woodbrook Vale as their next destination school. We will invite post-16 providers to transfer reviews for students in Year 11.</p> <p>Parents are welcome to bring a person to support them, for example a family member/ friend or parent partnership representative. However, you do not need to wait for these meetings if there is a concern, a meeting can be arranged with key staff to discuss concerns.</p>
<p>c) <i>The school's approach to teaching students with special educational needs;</i></p>	<p>As a school we have the highest possible expectations of your child and all students in his or her class. All teaching is based on building on what a student already knows, can do and can understand. Teachers are expected to personalise learning and differentiate work to ensure that all students are able to access the curriculum and are fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies (which may be suggested by the SENDCO, Assistant SENDCO or specialists from outside agencies) to enable your child to access the learning tasks.</p>
<p>d) <i>How the school adapts the curriculum and learning environment for students with special educational needs;</i></p>	<p>Teachers regularly check and report on student progress. If there are gaps in understanding and/or learning, teachers will identify what extra support is necessary to close the gap in progress between individual students and other students of the same age. Interventions might include small group sessions or 1:1 support for students. Intervention sessions will identify specific targets for improvement. These interventions may be led by either a teacher or a trained Learning Support Assistant or Higher Level Teaching Assistant working to plans produced by a teacher. The interventions will be monitored so that the impact and effectiveness can be tracked.</p>

	<p>The Form Tutor, Head of Year, SENDCO or Assistant SENDCO can provide information about what individual year groups are learning and how students are being helped to make better progress. There is more information about the school curriculum on our website at http://www.woodbrookvale.leics.sch.uk/page/?title=Curriculum&pid=27</p>
<p>e) <i>Additional support for learning that is available to students with special educational needs;</i></p>	<p>Support is given to students in a variety of innovative ways, ranging from access to Learning Support Assistants or Higher Level Teaching Assistants (HLTA) in lessons, to peer mentors and external agency liaison. These external agencies typically include Autism Outreach; Visual Impairment or Hearing Impairment services; Educational Psychology and the Youth Service. As part of our provision, we offer a 'Freshstart' phonics and literacy programme to support students that are significantly working below national expectations in literacy. An HLTA has been appointed to set up a similar provision for numeracy. At Key Stage 4 a small number of students follow a foundation curriculum pathway and complete more vocational courses usually off site, in addition to extra literacy and numeracy sessions. The Loughborough Inclusion Partnership may also become involved when students are struggling to access the main stream curriculum as a result of behaviour or social and emotional needs. Parents/ carers will be involved in decision making about alternative curriculum pathways.</p>
<p>f) <i>Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum</i></p>	<p>Students with SEND are fully included in our extensive enrichment programme, with some lunchtime activities aimed specifically for them. This includes social skills and communication group in Room 16. The HUB is available at lunchtimes and after school where students are supported by Learning Support Assistants to complete homework and to take part in social skills work. Where adjustments or specialist risk assessments are needed for a student to access an activity, the SENDCO will involve parents/ carers. This includes trips and visits.</p>

<p>g) <i>Support that is available for improving the emotional and social development of students with special educational needs.</i></p>	<p>We have a range of programmes within school to support the emotional and social development of students. We do respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. We also use external providers such as the Youth Service to provide bespoke group work programmes concentrating on areas such as confidence, resilience and friendship. We have a Student Welfare Officer who is available all day to help students who require support. The school nursing service and a RELATE counsellor are available for appointments each week. All students access a tutor programme with PSHE (Personal, Social, Health Education) themes at the forefront.</p>
<p>4. <i>The name and contact details of the SEN co-ordinator.</i></p>	<p>Mrs Sarah Anderson is the school's qualified SENDCO. She is also the Deputy Headteacher (Pastoral) and has worked at Woodbrook Vale since 2008. The Assistant SENDCO is Mrs Anna Tyers. The SEND administrator is Mrs Sarah Smith. There is a team approach to Special Educational Needs and inclusion at Woodbrook Vale. If your child is already at Woodbrook Vale, then you can make contact with the Form Tutor; Head of Year, Mrs Anderson or Mrs Tyers. If your child is currently at primary school and you wish to contact Woodbrook Vale regarding their SEN needs, then please contact Mrs Anderson directly.</p>
<p>5. <i>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</i></p>	<p>At Woodbrook Vale we pride ourselves on innovative and current practice. Therefore, the training of all adults in the school is paramount to the success of all learners. Regular and appropriate staff training takes place, both of a generic and child-specific nature.</p> <p>Whole staff training shares knowledge, expertise and experience in order to gain an outstanding, consistent approach to Quality First Teaching and supporting SEND learners. Examples include AET Autism training and training for teachers to enable them to support students with hearing and visual</p>

	<p>impairments. Training delivered by experts, but who are familiar with the Woodbrook Vale context, is vital and staff welcome this.</p>
<p>6. <i>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</i></p>	<p>The Local Authority provides specialist equipment such as wheelchairs/ standing frames when prescribed by a relevant health specialist. The school provides additional adult support, usually a Learning Support Assistant, where appropriate.</p> <p>In accordance with the Disability Act, buildings may undergo ‘reasonable adjustments’ to ensure that they are accessible for all of our students. This is negotiated by the Local Authority with the school. Our accessibility plan is available to view on the school website. We have designated ‘safe’, supervised areas that students can access during break and lunch times to lessen anxiety, building and promoting confidence and friendship. These include the SEND base known as Room 16 and a designated play area for Year 7 students.</p>
<p>7. <i>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</i></p>	<p>At Woodbrook Vale we value all our parents and truly believe in working in partnership to get the best possible outcomes for our students. Target setting/ reviews, emails, texts, SEND meetings are all good ways to communicate and plan for SEN support. The school website also holds key information about the school curriculum and support structures. All parents and students have access to Go4 Schools. This is a data management system through which progress data, attendance, behaviour and rewards is recorded and monitored.</p> <p>We also have key information about local organisations, such as Parent Partnership, who can support and provide advice in the home, and for any parent groups to give strategies and to provide a support network.</p>

<p>8. <i>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</i></p>	<p>Students are at the forefront of everything we do at Woodbrook Vale. Their views are very important to us. This takes a variety of forms: involvement in reviews and meetings; student voice surveys; self-assessment and through the School Prefect system where students take on leadership roles and represent students' across the school; giving opinions and viewpoints about different aspects of school life.</p>
<p>9. <i>Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.</i></p>	<p>In the first instance, approaching the SENDCO would be appropriate. If your complaint is not resolved, then you can ask for a meeting in school, involving another member of the Senior Leadership Team. If you are still dissatisfied then you can request a meeting with the Headteacher.</p> <p>Our complaints procedure is available to view on the school website.</p>
<p>10. <i>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students</i></p>	<p>Services that currently come into school to support our students are listed below, however these are not exhaustive and will change depending on the SEND cohort.</p> <p>Educational Psychology School Nurse RELATE ADHD solutions Leicestershire Autism Outreach Support Service Sensory Support: Hearing Impairment/ Visual Impairment Occupational Therapy CAMHS Loughborough Inclusion Partnership</p>

	<p>Most of these services will also meet to discuss strategies in the home and will signpost you to specific agencies for home support.</p>
<p><i>11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.</i></p>	<p>Special Educational Needs Info and Advice Service (SENDIAS) can provide support to families. SENDIAS is a confidential and impartial service that supports families who have children with Special Educational Needs (SEN). They support families of children and young people aged 0 to 19 years with any educational issues and can signpost to appropriate family support. Children do not need to have a statement of special educational need or a medical diagnosis of disability to access the SENDIAS. They can be contacted on 0116 2575027; info@sendiassleicester.org.uk</p>
<p><i>12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</i></p>	<p>All students will receive support, if needed to the next phase of their learning journey. There is an extensive primary to secondary transition process, with an enhanced programme for the more vulnerable learners. The SENDCO r Assistant SENDCO will attend transition reviews and link closely with SENDCOs in our partner primary schools. All students with an EHC or support plan will receive independent careers advice and guidance to help them in making the move to their next destination whether that is in post-16 education or work-based training.</p>
<p><i>13. Information on where the local authority's local offer is published.</i></p>	<p>The Leicestershire Local Offer homepage has information about the services that are available locally. Click here to view.</p>