



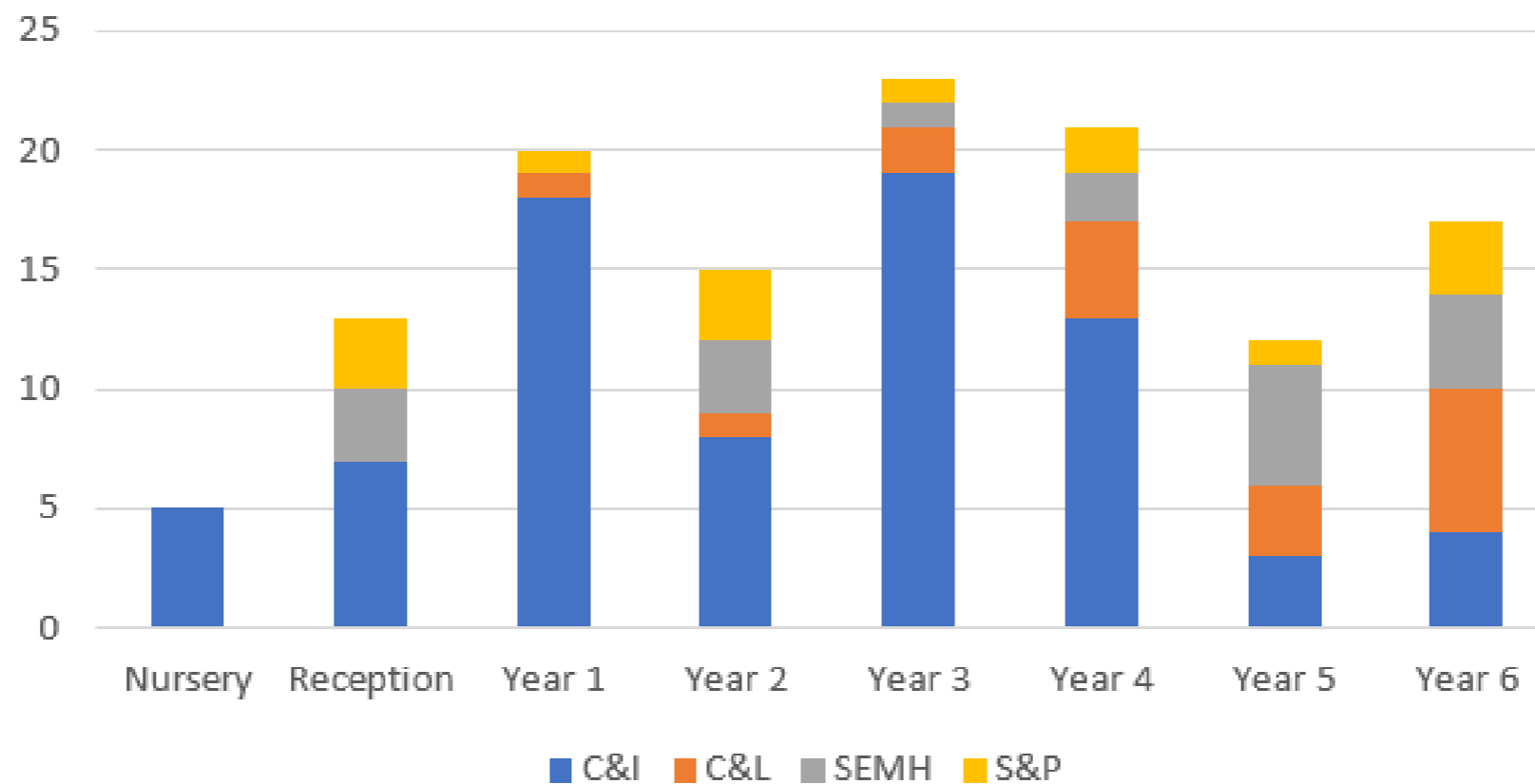
SEND on a Page: Wath Victoria Primary School



School Staff Expertise

- SENDCo
- Integrated Resource Leader
- Social, Emotional Mental Health Lead
- Family Support Champion
- Learning Mentor
- Medical & Physical Needs Team
- Mental Health First Aiders
- Staff skilled in the delivery of speech and language programmes
- Team Teach trained workforce
- Positive Regard trainer
- Autism Education Trust trainer
- Relational practice embedded throughout school

Primary Need for each Year Group



Percentages of SEND

EYFS: 27.3%. Year 1: 50%. Year 2: 50%. Year 3: 48.9%. Year 4: 46.66%. Year 5: 35%. Year 6: 39.5%

Wath Victoria is a 2-11 Years primary school which has been serving the community of Wath since 1887. We have a 20 place Integrated Autism Resource on site and have access to a range of experts in our staff team. Our SEND averages at 41.25% across school compared to the national rate of 18.4%. Our school population includes 10.5% of children with EHCPs, compared to 4.8% nationally. Our highest area of need across the school is Communication and Interaction, which is showing an increasing trend in Early Years and Key Stage 1. This is in line with local and national trends and is our key focus for our youngest children.

Our Integrated Autism Resource provides bespoke educational provision for pupils who have an Education and Health Care Plan and a diagnosis of autism. They access both our mainstream provision and the learning spaces in our ARC and thrive with the excellent support and resources available.



Intent: Everyone at Wath Victoria Primary School is committed to, and passionate about, providing the conditions and opportunities to enable every child, including those with additional needs, to be included fully, in all aspects of school life. We believe in the earliest possible intervention to support our children and families. We always start with Quality First Teaching, for all children. If support is required beyond this, a graduated response is at the heart of our whole school 'steps to success' practice. We continually assess, plan, implement and review our approach to teaching and learning collaboratively with parents. We have highly skilled staff to support any additional needs and use expert support from outside agencies where needed.

Assess, Plan, Do and Review

Identifying Children and Young People with SEND

Child or young person is making less than expected progress given their age and individual circumstances. Concern should be identified from a range of sources, e.g. progress data, observations by key staff, parents/carers, child or assessments.

Quality First Teaching

Review the arrangements already in place to ensure that it is meeting the identified need. Have any barriers to learning been identified and addressed? Check the data and impact of any targeted intervention that is already in place. Review the assessment data to identify strengths and check where the gaps in learning are. Is this information used to inform differentiated planning?

Gather information and share views with family. The child or young person should be involved in this discussion where appropriate.

Time limited, targeted interventions focussing on key areas of concern.

Following adjustments and interventions is there limited or no progress? Do concerns remain? Pupil is likely to have SEN and will require further assessments.

Involve outside agencies, e.g. EPS, SI Team and SaLT.

Continue with Assess/Plan/Review/Do cycle until progress is achieved.

Implementation: School Steps to Success

Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention. Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Anger Gremlins, Emotional Scales) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion LSS Autism SALT support EPS	As above and also: Fusion LSS EPS	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team

Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with [Quality First Teaching](#).

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

- Teachers are responsible for:
- Differentiating and personalising the curriculum
 - Delivery of 'additional and different' provision for a pupil with SEN
 - Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
 - The SENDCo supports teachers in the effective implementation of the provision.

Impact: As a result, children at Wath Victoria

- feel happy, safe and respected.
- Behaviour is good and diversity is celebrated.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Have supportive and trained staff who make appropriate for the child's individual needs.
- Children with SEND make good progress from their starting points via High Quality Teaching and bespoke small group intervention
- On leaving our school, children with SEND have developed good independence and life skills.
- Pupils will make secure transitions between classes and other education settings. For example, secondary schools, alternative provisions etc.

This term, staff have received CPD in these areas of SEND:

- Attention Autism
- Birmingham Toolkit
- Relational practice
- New behaviour and relationships policy

