

**VALE OF  
YORK  
ACADEMY**



# **SEND Report**

**Date of issue:** September 2017

**Policy review date:** Easter 2019

**Policy status:** Statutory

**Responsible member of SLT:** Gavin Kumar

## **Statement of Principles**

At Vale of York Academy we welcome everybody into our community. We recognise that every child is unique and special and will need to be recognised and known as an individual. Currently we work with students with a wide range of additional needs including, Dyslexia, physical difficulties, speech language and communication difficulties, Autistic Spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders. We have a fully accessible building that is DDA compliant.

### **Our Academy ethos is based on our motto:**

*Semper ad optimum – be the best*

Every student at Vale of York Academy has the opportunity to follow all National Curriculum subjects as well as following an appropriate Key Stage 4 curriculum pathway.

Our Aspire team provide specialist teaching in Numeracy and Literacy. At Key Stage 4 students take a variety of appropriate qualifications including GCSE and Technical Awards.

We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include short-term intervention learning or other learning interventions developed on an individual needs basis.

If your child has a disability and you would like to know more about what we offer at Vale of York Academy please contact us on: 01904 560000 or email [g.kumar@valeofyorkacademy.org](mailto:g.kumar@valeofyorkacademy.org) (SEND Lead)

## **Identifying Need**

Students are “known” at Vale of York Academy and we are constantly monitoring the progress of known students. Students with SEND are identified in a number of ways:

- Information comes from the Primary school
- Vale of York Academy teachers raise concerns
- Parents share information and concerns
- Students themselves

Assessment of students’ progress is done formally at set points in the year for all students. In addition the Aspire team undertake robust and recognised testing as is appropriate to identify specific needs and develop intervention programmes on an individual basis.

We use data to accurately track student progress.

Your child will be set challenging targets.

Our challenge is to support your child in attaining those targets.

We share examples of good practice during department meetings and Teaching and Learning training with all staff. Sharing information enables colleagues to work together to overcome learning barriers.

We celebrate learning achievement at the close of each lesson and throughout the academic year.

## **How we support students through the curriculum**

We support students either in the mainstream or within smaller group settings. Support is geared to individual need and the aim in both settings is to develop successful independent learners and happy students.

Students follow the full National Curriculum with appropriate support and differentiation.

In Key stage 4 students may take one less option subject to allow for Study Plus time which is used for consolidation of the core subjects. In addition students may follow a supported pathway of subjects which offer GCSE and BTEC options.

We look at individual need and, in consultation with parents and teachers, modify the curriculum accordingly where appropriate.

Most students who achieve below national expectations in Maths and English in Key stage 2 SATs will be offered additional support in Literacy and Numeracy as part of our Nurture programme.

**Examples of specific support:**

- PE lessons are differentiated to include the individual physical needs of our students on a daily basis.
- On a daily basis students with additional physical needs access our lessons successfully.
- Our school has carpets that soften the acoustics for students with a hearing impairment.
- We have a Pastoral Support Worker who is trained to help students cope with a range of social and emotional difficulties including anxiety, self-esteem, and social issues; as well as supporting emergent needs for bereavement and loss.
- We develop learning programmes with parents and the student when facing new challenges within SEND.
- We assess students in terms of personal development e.g. working independently, with others, problem solving and focus in lessons as well as academic assessment.
- Our Accessibility Plan is planned collaboratively with students and parents.
- Teaching Assistants deliver study skills to help our students develop independent study skills.
- We have a strong welfare team that supports the pastoral needs of our students.

## **Consulting with Parents and Young People**

All students at Vale of York Academy have formal consultation points during the year including parents evenings. Students with SEND have in addition reviews for their Educational and Health Care Plans or My Support Plans. Parents and students are fully involved at each point of the decision making process and it is our aim that by Year 9 students are undertaking the design of their own support programmes.

## **Supporting Transition**

Transition is a very anxious time for parents and students and it is vital to “get it right”.

Transition from primary school can involve the following:

- An initial visit to the primary school in March to ascertain specific need and requirements (some of this information may already be in school if the student has had a Year 5 EHCP review to which Vale of York Academy were invited)
- Follow up visits to the primary school by a senior member of the SEND team to develop a greater understanding of need and effective ways of working.
- Students have a planned programme of transition visits to Vale of York Academy as is appropriate to need. This is done in consultation with parents and the primary school.
- Transition day and week are supported by the TA team.

It is important that parents feel they have a good relationship with the SEND team prior to transfer and so we will meet, talk or email many times before your child transfers. We will have established how we will communicate in the early weeks of transition and will have had the opportunity to address any specific issues that may affect your child. By the time your child enters Vale of York Academy we should all know each other very well.

**Transition to Post 16 can involve the following:**

- Access to a specialist SEND careers advisor who will provide advice and guidance Initial visits to the different providers
- Travel training through our own scheme supported by York Independent Living and Travelling Scheme.
- Supported transition visits to the chosen provider as is appropriate.

## **Expertise of Staff**

All staff receive regular training in SEND with specific training being given as is appropriate. (This may occur for example if a young person enters our school with a rare syndrome).

Our staff work every day with a wide variety of SEND pupils including those with: Autistic Spectrum Conditions, Physical Difficulties, Sensory impairments and learning challenges.

We have a team of Teaching Assistants who are highly trained professionals including classroom based TAs and HLTAs.

Training for all staff is on-going through whole school staff training sessions, Teaching and Learning Groups and Department meetings.

Training is accessed from the City of York specialist teaching team as well as staff participating and then disseminating training from external courses.

## **Evaluating our Effectiveness**

We are constantly looking to improve the provision we make for our students and we do this in several ways:

- Parental feedback through face to face consultations/reviews and surveys
- Student voice
- Staff feedback
- Outside agency specialist and Local Authority advice and guidance

## **How young people with SEND engage in extra-curricular activities**

All our students are encouraged to take part in the wider aspects of academy life. Students with SEND are encouraged to attend our residential trips both in this country and abroad. They do this with planned support as is appropriate to their needs. We also run a Meet and Greet morning club which supports SEND students in preparation for the day, and an after-school homework club which provides small group support for homework completion.

## **Additional Pastoral Support**

It is important to us that all our students are “known”. Each student belongs to a tutor group with a tutor who will get to know them. They also belong to a Year group with a Progress Leader.

In addition we have a strong pastoral team who are trained to support students through difficult or challenging times as they tackle the complexities of adolescence.

We have an Anti-Bullying SOP which can be found on the website along with our other policy documents.

### **Accessing other support**

- *York Parent Partnership Service* is part of the LA's special educational needs (SEN) services. They provide impartial support, advice and information for parents and carers of children with special educational needs. The service is free and can be provided over the telephone, at home visits or through support at school meetings.  
Contact: [Yorksediass@york.gov.uk](mailto:Yorksediass@york.gov.uk) Tel: 01904 554312
- Information about the York offer for SEND can be found on the YorOK website which can be found at:  
[www.yorok.org.uk/families/Local%20Offer/local-offer-original.htm](http://www.yorok.org.uk/families/Local%20Offer/local-offer-original.htm)
- Complaints procedure for Vale of York Academy can be accessed from the academy's own website which can be found at:  
[www.valeofyorkacademy.org](http://www.valeofyorkacademy.org)