



## **The White Horse Federation – Zouch Academy**

**Address:-** Wavell Road, Tidworth. Wiltshire.SP9 7UA

**Website:-** [www.thewhitehorsefederation.org.uk](http://www.thewhitehorsefederation.org.uk)

**School opening hours for the children:-** 8:40 – 15:15 Monday – Friday

**Point of contact:-** Nina Johnson - Principal 01980 842293 [njohnson@zouch.wilts.sch.uk](mailto:njohnson@zouch.wilts.sch.uk)

**Type of Provision:-** Nursery and Primary Education

**Age range:-** We cater for children aged 3 - 11

**Admission arrangements:-** The White Horse Federation subscribes to the Wiltshire Council admissions procedures and policies. Parents can apply through Wiltshire Council for Primary School admissions. For the Nursery, parents apply through the School Office to register their child for a place.

### **What is the Information Report?**

Under the new legislation of the Families Act 2014 every school and academy has to display their offer of Special Needs Provision and services available.

### **What is our SEND Information Report for?**

The Information Report is our way of providing parents with information about how children with additional needs are provided for in our school. At Zouch Academy we welcome working with parents, as your child's education and overall welfare is important.

#### *Our Commitment:*

- ❖ At Zouch Academy we recognise that EVERY child has the opportunity to be successful with their learning and achievements and that they can achieve their very best.
- ❖ Ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum.
- ❖ Ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
- ❖ Recognise and record students' strengths and successes to encourage a positive self-image.
- ❖ All children are valued as individuals and are encouraged to be independent learners. They are given the best opportunities to fulfil their potential, including those who may face barriers to their learning.

This document will help you understand the types of support that we offer at Zouch Academy.

### ***How does the school know if children need extra help and what should I do if I think my child may have special educational needs?***

At Zouch Academy we share information about the additional needs of individual children at transition meetings before they enter Reception. For in year transfers we contact previous schools, wherever possible, for information. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance parents should speak to the class teacher, this can be an informal chat about your child or you can contact school to make an appointment to see your child's class teacher, and/or Mrs Johnson (Principal), Mrs Udale (Inclusion Manager) or Miss S Pearce (SENCO). The identification of special educational needs (SEN) may also arise as part of our usual practice of teachers meeting with senior leaders on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called Pupil Progress Meetings.

School resources are used to target support at every level for children who are experiencing difficulties.

### ***How will school staff support my child?***

The class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENCO and Inclusion Manager where necessary. The teacher will discuss with you any support that they think is needed that is additional and different to what we would offer to children as part of our usual practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services then the SENCO or Inclusion Manager will talk to you about this and seek your permission to proceed. The Inclusion Manager then becomes the lead person for working with outside services, supporting you and keeping you, and everybody in the team around your child, informed of key events and information.

### ***How will the curriculum be matched to my child's needs?***

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. Your child is then able to learn at his/her own level and make the progress he/she needs to make. Children learn in different ways so different learning styles are recognised and included in teaching. Multi-Sensory methods are often used.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In the classroom or outside;
- By a teacher or teaching assistant who has been trained to run these groups;
- By a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through a Support Plan or an Education, Health and Care Plan (EHCP) – also known as a 'My Plan' in Wiltshire. This means your child will have been identified by the class teacher and SEN Team as needing a particularly high level of individual or small group support and agreed by the Wiltshire SEND Team.

### ***How will I know how my child is doing and how will you help me to support my child's learning?***

We look forward to working with you to help your child. We will talk to you about how we help your child. Some of this will be written down on the education plan. We like to hear what works for your child and we will make suggestions as to how you can help too.

These are some of the ways we communicate; the most important thing is for you to talk to the class teacher if you are concerned.

Informal conversations between parent/carers with the class teacher. We welcome your feedback and comments.

Informal conversations between parent/carers with a teaching assistant who works with your child.

All children have a reading booklet for home and school to record details of the child's reading.

For some children we may use home/school diaries or behaviour charts.

If a child is identified as needing an individual Support Plan parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, usually three times a year.

Formal reports are sent home at the end of the academic year.

### ***What support will there be for my child's overall well-being?***

The school's core work is ensuring the well-being of each child, through care, support and guidance in class and around school. This includes;

Our Values Curriculum, in which all adults model good behaviour to children, as well as teaching through lessons and assemblies.

Personal, Social and Health Education curriculum

Enrichment activities (Clubs and activities to broaden life experience, for example Sports and Music)

School Council

ELSA Support and Children's Counselling

Medical care plans/ personal care plans

A number of staff are trained in First Aid who cover all areas of the school, all ages of children and the whole school day.

Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LA guidelines and is reported to parents.

Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.

### ***What specialist services and expertise are available at or accessed by the school?***

There are a range of agencies that work with our school, these include:

Education Psychology Service (EPS),

Specialist Support for Educational Needs Service (SSENS),

Behaviour Support Service (BSS),

Child and Adolescent Mental Health Service (CAMHS),

Speech and Language Therapy Service,

Educational Psychology

School Nursing Team/Community Child Health and the Child Development Centre.

Occupational Therapy

Children's Services when appropriate.

Children's Centre

Looked After Children Education Services (LACES)

Advisory Teacher for Physical Disabilities

Hearing Impairment advisory Service

Visual Impairment advisory service

Wiltshire Parent Carers Council

Young Carers

Youth Offending Team (YOT)

We also provide specialist Children's Counselling Services who provide 1: 1 counselling via a six week block of sessions.

In addition we employ a full time Emotional Literacy Support Worker (ELSA) and a Family Support Worker who work with pupils and families to improve outcomes for the child; they provide support, guidance and parenting courses.

You can find out more about the full range of services who work with schools at:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/sensupportservices.htm>

***What training have the members of staff supporting children with SEND had, or are having?***

We have a rolling programme of training and support for staff, based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans is organised as needed.

Many of our staff have undertaken specialist training, this includes:

<b>Training programme</b>	<b>When / Time</b>	<b>Who</b>
CP training and Safeguarding	Yearly updates	All Staff
Paediatric First Aid	3 Year review for fully trained staff	22 Members of staff split across both key stages
Thrive Practitioner Training	January 2020 with yearly updates	2 Members of staff – 1 Teacher & Inclusion Manager
Implementing Thrive into Senior Management Training	October 2019 over 2 full days	Vice Principal
Introducing Thrive into school	October 2019	Principal, SENCO and ELSA
Thrive whole school training	November 2020	All staff
Five to Thrive	January 2020	Family Support Worker
Team teach positive handling	Reviewed every 3 years 6 hour course	23 members of staff includes teachers and TAs
De-escalation Training	Nov 2018	All Teachers and TA's
Insulin, epi-pen, stoma and any other relevant medical training	2018 – Annual updates	All staff directly involved with individual pupils
Dyslexia Friendly Schools training	2020 - 21	SENCO and Inclusion Manager
Level 2 Certificate in Understanding Autism	2018-2021	Two teachers and one TA
Level 2 Certificate in Understanding Behaviour that Challenges	2020-2021	One teacher and six TA's
Level 2 Certificate in Understanding Specific Learning Difficulties	2020-2021	One Teacher and one TA

Level 2 Certificate in Understanding and supporting Children & Young People's Mental Health	2019-2021	One Teacher, Inclusion manager and 7 TA's
Level 3 Understanding Trauma	2020	FSW
Teaching Grammar to children with language disorders	September 2019	Two TA's
Supporting children with Speech and Language difficulties	December 2019	SENCO and One TA
Supporting Children and young people who self harm	March 2020	FSW and ELSA
Supporting children who have experienced Trauma	March 2020	FSW and ELSA
Precision Teaching	2019	Eight TA's
Understanding Youth Mental Health	2017	ELSA
Therapeutic Story Writing	2016	ELSA
Level 3 Supporting Speech and Language Difficulties in the classroom	2017	One TA
Understanding Speech & Language Targets	2017	All TAs
Emotional Literacy Support Assistant Training	2015	One TA (ELSA)
Delivering Narrative Therapy	2018	Two TA's

***How is the decision made about what type of and how much support my child will receive?***

Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance and a personalised support programme will be developed where appropriate. All class teachers meet with the Headteacher six times during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.

Additional assessments from outside services, such as an Educational Psychologist, Behaviour Support Specialist, Specialist Teacher for SEN or a Speech and Language Therapist, will help us decide what type of support and resources are needed.

Some pupils will also have a School Based Plan (Non-Statutory My Plan) and these will be reviewed with you twice per year. Pupils with a Statement or EHCP (Statutory My Plan) will have an annual review.

***How do we provide for children with SEND?***

We follow a graduated response to children's SEND.

- Wave One: Effective inclusion of all pupils in high quality lessons.
- Wave Two: Additional Targeted SEND support – through intervention planning and delivery.

- Wave Three: Specialist SEND support and intervention for pupils needing a level of support that is additional and different to that provided for the rest of the class – this may include the application for an Education, Health and Care Plan.

## **Statutory Testing**

During testing (SATs) SEND children are provided with support appropriate to their need. This may include:

- Rest breaks
- 1:1 readers/ scribes
- A quiet, familiar place to work
- Use of ICT equipment
- Adaptations of the test/ text/ task e.g. Braille, enlarged text, coloured overlay/paper
- Any adjustments that are made are supported by being well planned and part of the regular practise and procedure for the child.

## ***How will the school prepare and support my child to join the school or transfer to a new school?***

New Reception class children visit with their parents up to three times before their admission date. Reception and/or Nursery class teachers also visit the home of every new pupil who starts in the autumn.

When children join from another primary school we receive transferred records and have meetings/ conference calls as needed.

Before Y6 pupils move on to Secondary schools, transition meetings take place between our school and secondary colleagues and pupils are invited to visit their new schools. Extra visits may be arranged for pupils with Special Educational Needs.

We recognise that transitions can be particularly difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. As 80% of our pupils come from military families we are very experienced in the transition of children. We have a Family Support Worker who can discuss any concerns or issues you or your child may have regarding moving. Military families can also contact the Children's Education Advisory Service (CEAS) particularly if you are being posted overseas [www.ceas.mod.uk](http://www.ceas.mod.uk)

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

## ***How will I know how my child is doing and how will you help me to support my child's learning?***

School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher
- Discussions around the child's individual learning needs and provision in place
- Formal parent/teacher interviews twice a year. Discussions around how to support and help your child at home. Opportunity to meet your child's new teacher at the end of the year.
- A full written report at the end of the academic year, including targets for your child to progress
- TA conversations with parent/teacher/school
- Home school diaries/informal reporting as required

## **Annual reviews**

All children who may have an Education, Health Care Plan are subject to an annual review of needs and all information is shared with teachers and agencies responsible for or working with that child. At this review all professionals involved are invited to a meeting/ planning review, we will work closely with our children to enable them to contribute to these meetings.

### ***How will my child be included in activities that take place outside school?***

All children at Zouch have an opportunity to be included in all extra-curricular activities. Activities are carefully planned and all staff, where appropriate, are asked to carry out a risk assessment to ensure that all persons are safe and fully able to participate.

### ***How accessible is the school environment?***

- We have a disability, accessibility action plan and policy that is available on request.
- FS1 and 2, KS1 and KS2 are fully wheelchair accessible.
- We have two disabled toilets large enough to accommodate changing and showering.
- Visual timetables are used in all classrooms.
- We ensure that the learning environment is fully accessible and inclusive for all learners.

### ***How are the school's resources allocated and matched to children's special educational needs?***

The school receives money for each child in the school. It also receives some additional funds to support SEND children. This is used according to the needs of the children in the school, following observation and formal or informal assessment of the children.

Also, higher needs funding can be requested to support specific children who meet the criteria for an EHCP. The principal, Inclusion Manager and SENCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in their EHCP.

This may include access to:

- Additional resources
- Additional learning support
- Support from outside agencies

## **Working Together.**

The pupils have a student council, two pupils in each class are selected by their peers to represent them and meet to help make school decisions. The school offers two parent evenings a year and also opportunity to meet the new teacher for transition at the end of the academic year. The Family Support Worker holds a general coffee morning every term along with additional sessions for specific groups eg parents of SEN pupils or those who have English as an additional language. She also provides parenting classes and general support. All children share their views about the school in a yearly questionnaire. In addition, all children are able to read their annual report and give a written comment about their learning over the year.

### **Who can I contact for further information?**

The class teacher is the first point of contact but parents are welcome to contact the Inclusion Manager or Principal directly about any concerns.

Useful contact details:

Principal:

Mrs Nina Johnson

[njohnson@zouch.wilts.sch.uk](mailto:njohnson@zouch.wilts.sch.uk)

01980 842293

Senco:

Miss Sarah Pearce

[spearce@zouch.wilts.sch.uk](mailto:spearce@zouch.wilts.sch.uk)

01980 842293

Inclusion Manager:

Mrs Jackie Udale

[judale@zouch.wilts.sch.uk](mailto:judale@zouch.wilts.sch.uk)

01980 842293

If you are considering applying for a place at Zouch Academy and your child has Special Educational Needs please telephone the Inclusion Manager to arrange a visit if you are able, where we can discuss your child's individual needs.

Other services that may help you if you are applying for a school place are:

Admissions and Transport:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions/admissiontoprimaryschool201415.htm>

Wiltshire SEND Team:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm>

**To be reviewed in July 2022**