



Transition

Every effort is taken to ensure **transition times** are successful. Some children are given photo booklets to help them get used to their new classroom and teacher, others have their teacher come and meet them before they start their new year. Additional visits to feeder schools may also be arranged to reassure pupils and parents that their year 2's will settle and feel comfortable starting year 3.

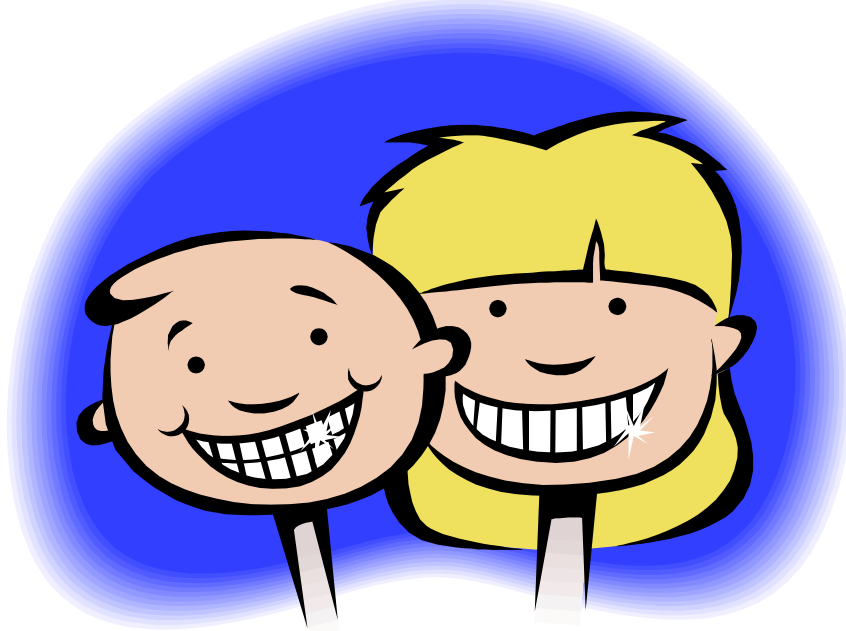
If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs please speak to your class teacher. You are also very welcome to make an appointment with our Inclusion Manager.

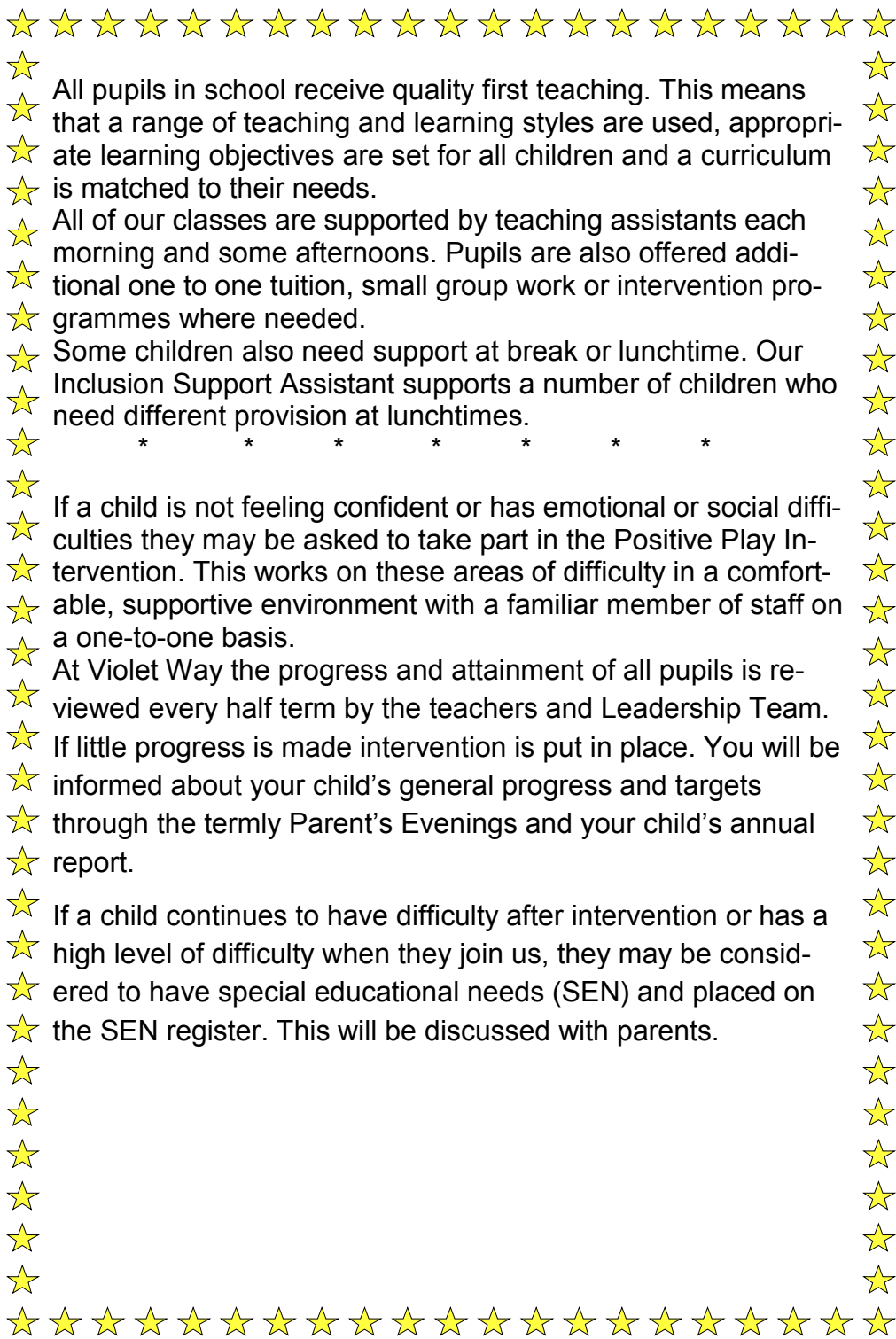
Appointments can be made through the school office or call **01283 248530**

Further information can be found on the school's website regarding policies, SEND and information to help you support your child at home.

www.violetway.staffs.sch.uk

How to support your SEND child at Violet Way Academy





All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used, appropriate learning objectives are set for all children and a curriculum is matched to their needs.

All of our classes are supported by teaching assistants each morning and some afternoons. Pupils are also offered additional one to one tuition, small group work or intervention programmes where needed.

Some children also need support at break or lunchtime. Our Inclusion Support Assistant supports a number of children who need different provision at lunchtimes.

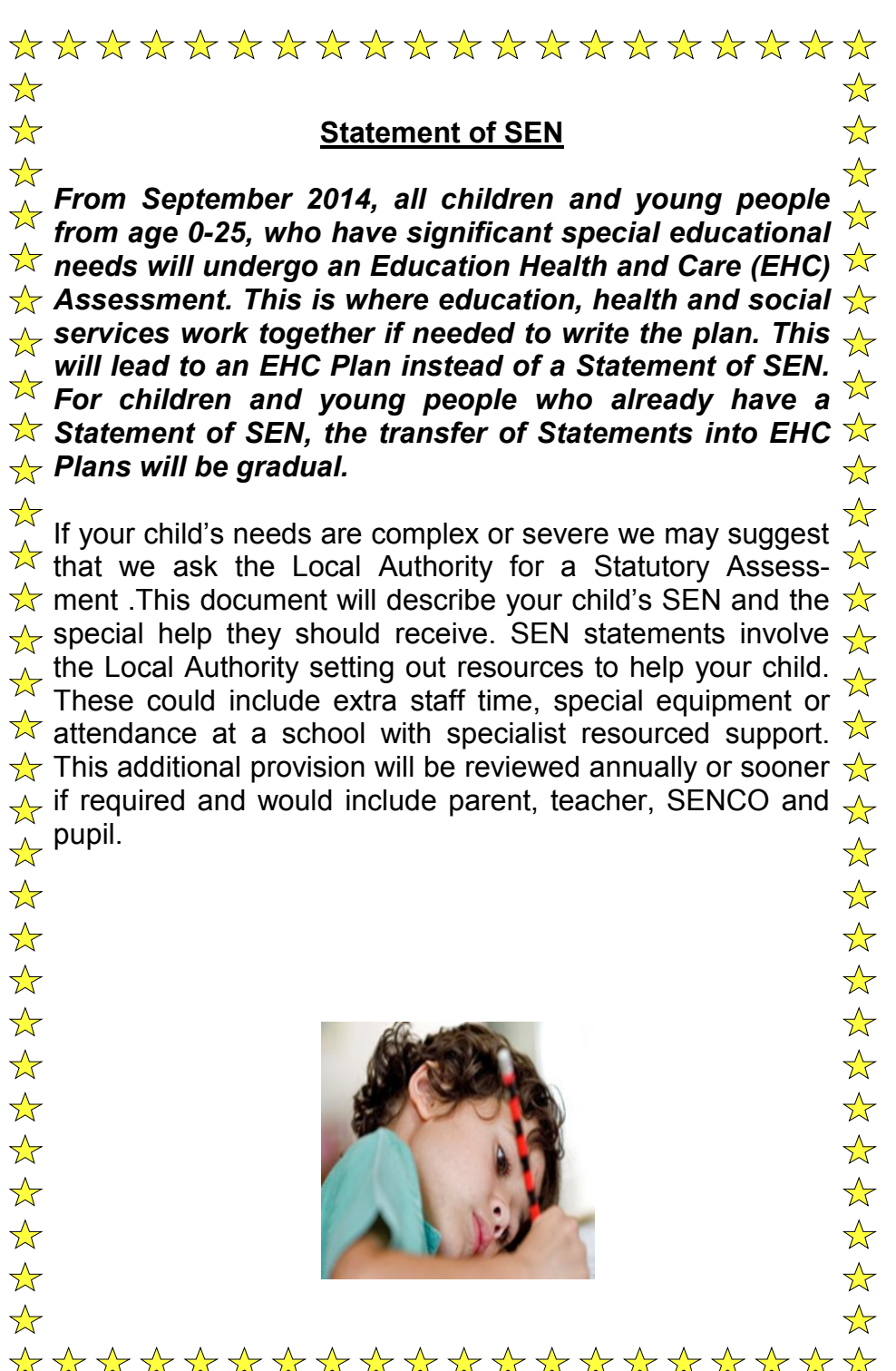
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If a child is not feeling confident or has emotional or social difficulties they may be asked to take part in the Positive Play Intervention. This works on these areas of difficulty in a comfortable, supportive environment with a familiar member of staff on a one-to-one basis.

At Violet Way the progress and attainment of all pupils is reviewed every half term by the teachers and Leadership Team.

If little progress is made intervention is put in place. You will be informed about your child's general progress and targets through the termly Parent's Evenings and your child's annual report.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEN) and placed on the SEN register. This will be discussed with parents.



Statement of SEN

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education Health and Care (EHC) Assessment. This is where education, health and social services work together if needed to write the plan. This will lead to an EHC Plan instead of a Statement of SEN. For children and young people who already have a Statement of SEN, the transfer of Statements into EHC Plans will be gradual.

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment. This document will describe your child's SEN and the special help they should receive. SEN statements involve the Local Authority setting out resources to help your child. These could include extra staff time, special equipment or attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include parent, teacher, SENCO and pupil.



SEN stages and what it means

From September 2014 a new Special Educational Needs Code of Practice has been implemented and replaces the old SEN Code of Practice. This gives guidance to schools in meeting the needs of SEND pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

Class teachers and the Inclusion Manager will assess your child to identify their strengths, needs and the extra help they require. If they need extra or different support than most children their age they may be placed on the SEN register. This was called **School Action (SA)**. This may involve extra help from a teaching assistant in class small group or individual support.

If your child continues to have difficulty even with this extra support, we will seek professional advice. This level was called **School Action Plus (SA+)**

From September 2014 the government replaced the SA and SA+ with a new single category called 'Additional SEN support'

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies. This sometimes includes completing the **Early Help Assessment (EHA replaces the CAF)** This supports the family as well as the pupil. At a meeting we will discuss the needs of the individual/family and plan together the best use of advice and support from other agencies.



Professionals who may attend this meeting are:

- Our **School Nurse** and can advise and assess any medical needs. If a medical care plan is required this would be done with the parent/nurse and reviewed annually as a minimum.
- Our **Speech and Language therapist** or **Occupational Therapist** who work regularly in school and can advise upon whether your child would benefit from support or an assessment.
- Our **Educational Psychologist** may give advice or complete an assessment for a few children.
- **Behaviour Support** Professionals may give behavioural advice if required.
- The **Special Needs Support Service (SENSS)** who give advice and may assess children if required.
- ◆ **Autism Outreach Team** support may give advice and support for children diagnosed with autism.
- ◆ **The Local Support Team**– they may suggest ways that they can support the family out of the school setting.

We have a highly experienced team of staff who may be involved in supporting your child at Violet Way Academy. These include:

Your child's teacher, who will always make sure that tasks set are appropriate and accessible for your child. They are available to speak to you at the start and end of each day.

The Inclusion Manager (Marie Dawson) who co-ordinates the provision of SEN in school.

Teaching Assistants (TAs), who support all pupils in class. The TAs also help support groups and individual children with their learning.

The Nurture Team work with children on a Positive Play/ Nurture Intervention to support children who may be experiencing an emotional difficulty, low self-esteem and confidence or help with friendships.

A School Governor (Joanne Smith) who works with the Inclusion Manager in leading SEND in school.

To ensure our staff have the skills and knowledge to support children with SEN there is a programme of on-going training both in and out of school. Recent training has included: Autism Awareness.



Approximately one in five children will have special educational needs (SEN) at some time during their school career. Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age



Schools and other agencies can help most children overcome their difficulties quickly and easily. But a few children will need extra help for some or all of their time in school.

This means they may have difficulty with:

- * some or all of the work in school
- * reading, writing or mathematics
- * understanding information
- * expressing themselves
- * understanding others
- * organising themselves
- * sensory perception or physical movement
- * managing their behaviour
- * making friends or relating to adults