

## Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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## Our Local Offer for Special Educational Needs and/or Disability

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### How we identify and assess needs

#### How will you know if my child or young person needs extra help?

At Violet Way Academy, we will know and value all of our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. Initial concerns are raised by class teachers to parents and the SENCO and recorded using Edukey. Additional classroom support and provision is identified and set out in a Wave 1 document. If progress continues to be a concern, despite high quality teaching and support in the classroom, the teacher will discuss their concerns with the SENDCO and parents and identify the key needs. Children will be added to the SEN register and a four-part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review. The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a detailed approach and more specialist expertise can be accessed if required. Children will be given specific and bespoke targets and additional support within and outside of the classroom will be identified.

At Violet Way Academy, there are a number of ways a concern about a child may be raised, for example:

- Liaison with previous school or pre-school setting.
- If there is a lack of progress.
- If children are achieving below age-related expectations at the end of the year.
- If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this.
- Concerns are raised by a teacher, following high quality teaching and well tracked provision mapping(interventions)
- If concerns are raised by parents/carers, other settings or the child.
- If there is a change in the pupil's behaviour or progress.
- If external agencies raise concerns.
- If a health diagnosis is received from a pediatrician.

In order to identify children's individual needs early to ensure children keep up and are supported, teachers ensure they build good relationships with every child in their class and know their children's strengths and areas of concern really well. As part of daily ongoing, formative assessment to check children's understanding, address misconceptions and offer support and challenge. In addition, a range of summative **assessments** are carried out, such as half termly phonics checks, Wellcomm Screening, PIRA and PUMA termly assessments. Pupils are discussed at an individual level at Pupil Progress Meetings and teachers share any concerns, plus the actions they have put into place and the impact of those actions.

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## How we identify and assess needs

At Violet Way Academy, we have created a 'Waves' document to identify the support children have within our graduated response. Within 'Wave 1', children are supported in class through reasonable adjustments, such as, personalised timetable, individual behaviour support and resources, timers, differentiated work, targeted support in class for specific needs, for example, letter formation or phonics. There are a number of early intervention programmes, within 'Wave 2' that we carry out to support children. These include:

- Wellcomm – language and communication programme (delivered by Teaching Assistants in school, experienced in carrying out Wellcomm Screening and delivering Wellcomm interventions)
- Precision teaching (delivered by Teaching Assistants trained by an Educational Psychologist)
- Bespoke speech and language support (delivered by a teaching Assistant, who received training and support from the SALT therapists)
- Phonics and reading intervention (delivered by teachers and Teaching Assistants)
- HOPE – Helping our Pupils' Emotions (delivered by trained Trust and Academy staff)
- ELSA – emotional literacy support (delivered by our Inclusion Manager, who is trained and received regular training updates)
- MHST – Burton Mental Health Support Team
- Violet Way nurture support
- Fine motor resources and support
- Maths on the Move (delivered by trained 'Progressive Sports' tutors)
- School-based tutoring

Commented [SAM1]: @Michelle Kee Just checking if we will be continuing to have Maths on the Move

Commented [MK2R1]: @Shirley-Anne Magill No maths on the move anymore. We will have the Wellbeing sessions with Progressive Sports still though.

## What should I do if I think my child or young person needs extra help?

The initial point of contact for parents is to speak to your child's class teacher. You can do this via the Marvellous Me app or by contacting the school office on 01283 248530 / [office@violetway.org](mailto:office@violetway.org) to arrange a meeting. Your child's class teacher will listen to your concerns, talk about their progress at school and identify the next steps in supporting your child.

If you require further support, please book an appointment with the SENDCO (Mrs Shirley-Anne Magill) or our Inclusion Manager (Mrs Marie Dawson) via the school office on 01283 248530 or email [office@violetway.org](mailto:office@violetway.org).

## Where can I find the setting/school's SEND policy and other related documents?

All school policies, which includes Trust policies, can be found by clicking on the link [here](#).

In addition, we have a dedicated [SEND page](#) on the school website with further SEND information for parents, including information about specific special educational needs, including dyslexia, speech and language and Autism.

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## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND?

All children with SEND have an Individual Learning Plan, which identifies key strengths and areas for concerns or barriers for learning for the individual child. This will inform the creation of bespoke targets set according to the needs of the child. Detailed strategies and provision are also planned for to help children achieve their targets and ensure progress is made. Input from outside agencies, where relevant, is also used to inform this plan. Individual plans are monitored by the class teacher regularly and these are used to influence the day to day support children receive in class. The SENDCO monitors the design, implementation and impact of Individual Learning Plans and offers support and guidance to teachers as appropriate.

EHC Plans are written under the direction of the Local Authority, based on the individual needs of the child. Children with an EHC Plan will have been assessed by an Educational Psychologist and other external specialists, as appropriate (e.g. Paediatrics, Speech and Language, Sensory Team). A detailed plan of how the support will be delivered is created in consultation with parents and teaching staff, using the recommendations from the specialist support teams. There are regular review meetings in school as part of our graduated response, as well as formal EHC Plan reviews (every 6 months).

*Parents as Partners* - At Violet Way Academy, we value our relationships with all parents. We encourage parents to become partners in their child's learning and education. We work and communicate with parents of children with SEND in a range of ways. A copy of the individual learning plan is shared to parents / carers and a child friendly copy is shared with children. We value parents/carers input and therefore invite them to help review plans at least termly. During the meeting, previous targets are discussed and reviewed, and new targets are set in consultation with parents. We also welcome parents to make additional appointments with the class teacher or SENDCO if they require further updates or information regarding your child's progress. The views of children are also paramount and will be taken into account when planning the next steps in supporting their learning. Pupils are consulted about their targets, their likes and dislikes in school and ways in which they believe they can be supported to achieve greater progress and personal development.

The class teacher has a responsibility to provide high quality teaching for all pupils, including those with SEND, and will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of the curriculum. Quality first teaching for children with SEND is guided by the principles set out in the Education Endowment Foundation's (EEF) 'Five evidence-based strategies to support high-quality teaching for pupils with SEND'. The five strategies are listed on the following page with information about each strategy.

Five evidence-based strategies to support high-quality teaching for pupils with SEND:

- Explicit instruction – Using the 'I do, we do, you do' approach to model and scaffold learning, leading to supporting independent practice.
- Metacognitive strategies – ensuring learning is chunked or broken in small steps
- Scaffolding – providing children with writing frames, sentence starters, picture cues, word banks etc... to support and assist.

## Teaching, Learning and Support

- Flexible grouping – targeting support against a specific need
- Use of IT equipment – for example, talk tins, iPads, interactive white board

Teachers at Violet Way understand that good-quality teaching for all, includes pupils with SEND and they are responsible for ensuring that the work in class is differentiated to meet individual children's needs. Additional support within class will be identified and planned to match children's needs. Children may need the teacher to provide additional modelling, further scaffolding or use of concrete resources. Other support may include the use of additional resources such as reading overlays, visual prompts or support from adults, which could be delivered by the class teacher and /or teaching assistant.

In order to support their learning needs, your child may be identified for small group intervention for specific areas of learning e.g. spelling, handwriting, literacy, numeracy or regulation skills. Again, this may be given to your child by the class teacher and/or teaching assistant. The interventions will be reviewed termly and the length of time, duration of the intervention may vary according to the needs of the child. Intervention will be given following the response of assess, plan, do, review. Reviews will inform the effectiveness of the provision and inform future planning. The interventions given to those pupils with SEND will be recorded on a Learning Plan as well as the school's provision map. Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist (SALT) or an Occupational Therapist (OT). Should your child require a referral to an outside agency your consent would be sought.

Examples of intervention programmes and external teaching and learning include:

- WellComm – speech and language programme
- Precision teaching
- Bespoke speech and language
- Occupational therapy
- Phonics and reading intervention
- HOPE – mental health support
- ELSA – emotional literacy support
- Violet Way nurture support
- Lego/ playdough therapy
- Precision Teaching
- Educational Psychologist support
- Malachi (family support)

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## Teaching, Learning and Support

### How will the curriculum and learning environment be matched to my child or young person's needs?

Our curriculum at Violet Way is carefully planned and sequenced to build on previous learning. Our progression grids maps out what is taught in each year group, including the prior knowledge children need. This means, teachers can ensure that children have secured that prior knowledge first.

The class teacher has a responsibility to provide high quality teaching and will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. Quality first teaching for children with SEND is guided by the principles set out in the Education Endowment Foundation's (EEF) 'Five evidence-based strategies to support high-quality teaching for pupils with SEND'. These are:

- Explicit instruction – we use the 'I do, we do, you do' strategy to model and guide learning before supporting independent practice.
- Metacognitive strategies – ensuring learning is chunked or broken in small steps
- Scaffolding – providing children with writing frames, sentence starters, picture cues, word banks etc... to support and assist.
- Flexible grouping – targeting support against a specific need
- Use of IT equipment

For pupils with SEND to access the curriculum the class teacher will consider their needs and ensure that they have equal access to the curriculum, through differentiation or adaptations. Additional support within class will be identified and planned to match children's needs. Children may need the teacher to provide additional modelling, further scaffolding or use of concrete resources. Other support may include the use of additional resources such as reading overlays, visual prompts or support from adults, which could be delivered by the class teacher and /or teaching assistant.

A key priority is developing children's independent learning skills. The teaching approach; "I do, We do, You do" aims to support children in working independently by providing clear modelling and guided practice before they move on to completing their independent tasks. Teachers provide a range of scaffolding tools or prompts which also aim to help support learners work independently. Adult support provided also aims to work towards supporting and guiding children towards independence. Children are taught to use a range of resources and strategies to help them work independently such as the use of spelling or phonic sound boards; ICT tools (like talk tins, for example) or word banks.

We work closely with a range of external agencies and professionals who help provide additional support or guidance to children. Referrals are made to agencies with the consent of parents where there is a need, for example to formulate diagnosis of Autism or to gain extra support.

Examples of the agencies we may work with are listed below:

- EP – Educational Psychologist
- Child protection advisors at First Response
- Family support workers
- School nurse
- AOT - Autism Outreach Team
- CAMHS – Child & Adolescent Mental Health Service

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### Teaching, Learning and Support

- SaLT – Speech and Language Therapist
- OT – Occupational Therapist
- Members of the medical team e.g. paediatricians, GPs
- Outreach teams from specialised schools
- BSS - Behaviour Support Services
- HI - Hearing impairment team / VI – Visual Impairment team
- MHST (Burton Mental Health Support Team)

Additional learning support is provided to children based on their current needs and barriers to learning and is identified within individual learning plans. A range of support is provided within the classroom reflecting the needs of children with SEND. We have a suite of resources we can use to support children within the four main area of SEND needs. These are:

- cognition and learning;
- physical and sensory;
- social, emotional and behaviour and
- communication and interaction.

Examples of classroom support include the use of now/next boards and individual visual timetables or individual workstations. Teachers and support staff also provide additional small group and targeted intervention to support children who require additional support, including those with SEND. Examples of additional intervention include precision teaching; additional reading and phonic groups and speech and language.

Class teachers plan the individual education programme of each child, but they follow long-term plans, medium-term plans, progression and assessment maps developed by each subject lead, which are aligned to the National Curriculum. Class teachers will adapt the learning to meet the needs of all children. The SENDCO monitors individual learning plans and provision maps as well as the quality of additional learning support offered in each class.

Reasonable adjustments are made to support children undertaking exams and based on their individual needs. This can include adapting the length of time to complete a test or providing an area outside of the classroom.

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## Teaching, Learning and Support

### How resources are allocated to meet children or young people's needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual needs of pupils with SEND. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may sometimes include deployment of staff, depending on individual circumstances. Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Educational Psychologist). Funding may be used to buy in specialist support.

If it is felt that extra support is needed for a child, we can apply for Additional Educational Needs (AEN) funding or an Early Help Care Plan (EHCP). In both cases, we need to have built up a bank of evidence, including reports from outside agencies and assessments. This would secure a personal budget for the child which can be used specifically to enhance their learning. There are certain criteria to meet to qualify for an EHCP needs assessment. Evidence must be supplied of the child's academic attainment and rate of progress, as well as information about the nature, extent and context of their needs, and what intervention has been put in place to support the child. This is not something that is applicable to all children with SEND in our setting.

Further needs are met through the support of the Staffordshire Local Offer, including our SEND and Inclusion Hub which supports us to provide additional support through a range of agencies and local providers.

### How is the decision made about what type and how much support my child or young person will receive?

The support a child is given will depend on their level of need. The decisions relating to this are made in consultation with parents, the class teacher, SENDCO, Inclusion Manager, Senior Leadership Team and other staff who work with the child. Decisions are based on the termly tracking of children's progress; individual learning review meetings and assessments by outside agencies. If further concerns are identified due to lack of progress or well-being, then further intervention may be put in place.

Referrals will be made to the relevant professionals if consent is gained from parents and it is felt this would support the child further. Not all children with SEND will need referrals to professionals. Where referrals are made, professionals would also be invited to support with the decision making process as part of a Team Around the Child meeting. Advice would be gained from professionals and this would support in any provisions we provide for the child. Most children with SEND do not need 1:1 support and can be included in the everyday classroom with quality first teaching and differentiation to support their identified barriers to learning.

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### **Teaching, Learning and Support**

All parents are encouraged to contribute to their child's education. Parents' views are always welcomed and we arrange regular meetings or opportunities for parents to communicate with the school about their child's progress, targets and concerns:

- discussions with the class teacher throughout the year
- meetings and discussions with the SENDCO and/or Inclusion Manager
- during parents' evenings and termly review meetings
- through SEND coffee mornings/afternoons
- through parent questionnaires

### **How will equipment and facilities to support children and young people with SEND be secured?**

Within the school we have a range of resources and equipment identified to support children with SEND. Resources are identified as part of Individual learning plans and secured by the class teacher. Individual pupils may require the use of just one resource or a range of resources. These resources include:

- Ear defenders
- Coloured over lays
- Pencil grips
- Weight blanket
- Wobble cushions
- Sloped desks
- Screens
- Sensory items
- Talking tins
- Teaching assistant support

If further resources are required, we work with our Staffordshire Local Offer and relevant external agencies to secure these.

### **How will you and I know how my child or young person is doing?**

The progress of all children is reviewed daily as part of quality first teaching. All children's summative assessment data is reviewed termly. Teachers use information from formative and summative assessments to assess pupil progress. Summative assessments include standardised tests PIRA and PUMA and RWI phonics assessments. Ongoing formative assessment is used to check understanding and address misconceptions. Other assessments, such as Running Reading Records, end of unit assessments and phonics checks may be carried out as appropriate. Termly pupil progress meetings are made with Senior Leadership Team and class teachers to identify those children not making progress. Progress of children will

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### Teaching, Learning and Support

also be tracked at the beginning and end of intervention such as checking progress on sight words or speech and language. Individual learning plans will also be reviewed half termly and progress made against targets will be identified.

**Parents as Partners** - At Violet Way Academy, we value our relationships with all parents. We encourage parents to become partners in their child's learning and education. We work and communicate with parents of children with SEND in a range of ways, encouraging an open, back-and-forth dialogue.

- You will be able to discuss your child's progress at the two parents' evenings held each school year and a further meeting with the class teacher in the summer term during our informal parents' open evening. At these meetings, we share next steps in learning and discuss ways parents and carers can support their child's learning at home.
- At the end of the summer term, your child will receive their annual report, which will detail the progress they have made and their achievement against national age-related expectations. Staff are always available to discuss this report with parents or carers.
- In addition to this, children with SEND have an Individual Learning Plan and parents will be invited to review meetings to discuss their progress and any concerns you may have. This meeting will be with the class teacher, children and where possible the SENDCO and/ or the Inclusion manager. Meetings can take place in person at the school or can be arranged to take place virtually, depending on parents/ carers preferences. These meetings will provide the chance to review progress made against specific targets and identify next steps, which will inform a new learning plan. New plans will be created and shared with parents/ carers and children and feedback is encouraged.
- If you have any concerns at any time during the year, you can arrange a meeting with the class teacher after school.
- Appointments can also be arranged via the school office to speak to the SENDCO or Inclusion Manager.

We will talk to parents about our plans to support their child's learning in the review meetings regarding your child's individual learning plan targets, during parents' evenings and whenever an additional meeting is deemed necessary, either by the parent/carers or by the teacher/SENDCo. The school may also hold curriculum workshops to explain to parents about the curriculum in school, as well as SEND coffee mornings/afternoons.

The Head teacher provides regular information about the school through our weekly newsletter sent out electronically. We also use the Marvellous me app to share information about activities or send reminders. Class teachers are happy to meet if requested to provide more regular updates about your child in between more formal meetings. Parents can email their child's class teacher through our Marvellous Me app, where you will also be able to view any badges, 'thumbs up' and learning postcards your child has achieved in school.

We aim to ensure that our information is clear and will contact parents and carers with SEND to provide additional support if required.

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### Teaching, Learning and Support

We have established relationships with a range of professionals in health and social care, as well as specialist support services who may be involved in your child's education. You will always be consulted before specialist support is provided for your child.

Some of the agencies we may work with are listed below:

- SENSS – Special Educational Needs Support Services
- Independent SEN support advisor
- EP – Educational Psychologist
- Child protection advisors at First Response
- Family support workers
- School nurse
- AOT - Autism Outreach Team
- CAMHS – Child & Adolescent Mental Health Service
- SaLT – Speech and Language Therapist
- OT – Occupational Therapist
- Children's Services
- Members of the medical team e.g. paediatricians, GPs
- Outreach teams from specialised schools
- BSS - Behaviour Support Services
- HI - Hearing impairment team
- VI - Visual impairment team
- MHST (Burton Mental Health Support Team)

### How will you help me to support their learning?

The class teacher can suggest ways in which you can support your child with their learning at home. This may be reinforcing methods used within the curriculum or regular targeted work on reading or maths. We will also offer workshops during the year to demonstrate new written methods of calculation in maths or to explore the teaching of Phonics, in order for parents to feel fully informed and able to support their children at home. You will also be invited into school to work with your child within the school environment for curriculum events.

Our website includes a page about **supporting your child at home** and you may find some of this useful. In addition, we have a specific **SEND page**.

The SENDCO may meet with you to discuss how to support your child with learning, emotional and social needs and outside agencies may also suggest ways you could support your child.

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## Teaching, Learning and Support

### How do we consult with and involve children and young people with SEND in planning and reviewing their education?

We recognise the importance of ensuring that children have a voice in influencing their learning provision. Children are involved in creating pupil passports which identify what they enjoy; what they are good at and what they find difficult. Children are invited to attend termly review meetings; reflecting on achievements and progress as well as areas they find challenging or need further help with. A child friendly version of the individual learning plan is provided to enable children to refer back to and celebrate when targets have been achieved. Children are also involved in 'pupil voice' conferences, enabling children to give their opinion regarding various matters concerning their education or provision.

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)

All learning plans and provisions are stored and recorded on EduKey online provision mapping. Targets are reviewed every term with parents/carers and teachers. Teachers will also carry out an interim review in between which is shared with parents. Individual or group interventions have their own assessment methods and these are also reviewed at least termly to assess the progress made by each child involved. We also use the Edukey software for specific interventions as well as to document the education learning plans. This software enables us to run reports, to monitor progress of provisions and individual learning plans. Termly pupil progress meetings between teachers and Senior Leaders are also used to measure outcomes and evaluate the impact of the support.

Parents will be invited to attend termly review meetings, where a review of the current learning plan takes place and new targets are discussed and agreed by the child, the teacher and the parent. Children participate in reviewing the progress made against the targets of their learning plans and can discuss their own progress and any ideas to consider for the new learning plan going forward. Parent, staff and child questionnaires are used to gain feedback as well as pupil voice conferences to receive feedback about our provision.

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## Safety and wellbeing

### How do you ensure that my child or young person stays safe outside of the classroom?

As a school we follow our 'Safe Collection and Drop off Policy', and as part of this, parents provide a list of appropriate authorised persons who can collect from school. At the start of the school day, children walk straight into the classroom upon arrival at school and teachers greet the children upon entry. We understand that for some children separation from parents/ carers can be challenging and therefore provide additional support for those children. For example, a member of the Inclusion Team may greet and escort children into their class. Teachers can provide a settling-in activity for pupils when they first arrive at school in the morning. At the end of the school day, class teachers and teaching assistants release the children to parents/ carers or other designated persons agreed. Children attending After School club are escorted to the club on-site.

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### **Safety and wellbeing**

During playtime and lunchtime children are supervised by adults in a ratio relevant to their ages. Some children have more specific support, tailored to their own needs and this would be put into a behaviour to SEND plan. We have a lunch time nurture club for children who may find lunch time play difficult to manage. This is supervised by school staff and provides the opportunity to play in a quieter and more structured environment. School rules and expectations are taught and revisited regularly to ensure good behaviour.

School trips are carefully planned, and we ensure that the adult to child ratio is matched to the children's age and needs. When children are taken off site, EVOLVE paperwork is completed, which includes full details of the trip, assisting adults, transport and risk assessments. Any children who have 1:1 support in the school day will continue to have this on a school trip and that adult would not be counted in the ratios for the rest of the group. Risk assessments consider the needs of children who may need additional support; such as those with existing medical conditions and appropriate plans are put in place.

We have a suite of site and curriculum risk assessments and individual risk assessments are completed as required (i.e. for injury, behaviour). Staff and senior leaders undertake a range of risk assessments to ensure the safety of children both in and outside of school.

### **What pastoral support is available to support my child or young person's overall social and emotional development and well-being?**

Everyone at Violet Way Academy has the right to feel welcome, secure and happy. We aim to provide a safe, caring, inclusive and positive climate for learning for all our pupils where they can learn, play and communicate with others, building strong relationships. Our inclusive practice includes openly discussing differences between people and celebrating diversity.

The school offers a wide variety of pastoral support for children who are encountering social, emotional, social and wellbeing challenges. These include:

- Wellbeing Wednesdays
- Every class has a calm corner with a worry monster
- Worry box in the corridor
- Weekly Whole class PSED/Circle Time sessions designed to support children talk about their feelings
- Class wellbeing provisions including calm areas/ emotional regulation areas/ worry boxes/ worry monsters/ emotion check in areas
- Individual emotional check-ins
- Daily nurture lunch time club (Acorn room)
- ELSA (Emotional Literacy Skills) sessions
- Small group nurture sessions (Acorn room)

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## Safety and wellbeing

- Hope – emotional support
- All members of staff are readily available for children who wish to discuss issues and concerns

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe or worried. We also want parents to feel confident that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and appropriately. All school policies, including our anti-bullying policy, can be found by clicking on the link [here](#).

As part of our assemblies, PSED lessons and our overall academy ethos, children are taught about our school values: We care, We are brave, We celebrate individuality, We leave no one behind. The meaning of these values is also discussed as part of our golden rules and star learner qualities. Children are supported to develop friendships within class and during playtimes. Teachers identify children who struggle to make friends and can refer them to attend a nurture intervention group or our lunch time nurture club; which support positive play and the development of friendships. Our behaviour policy reinforces positive approaches to conflict management.

As part of our overall ethos and curriculum, children are supported to develop confidence and self-esteem. Additional support is placed for children identified as lacking self-esteem or confidence such as through intervention activities or through the use of proud books and reflection times. A range of individual and group wellbeing and nurture sessions are provided for children. These include the 'Hope' programme which is run by the Fierte Trust's well-being lead; ELSA sessions and group art therapy.

## How will you manage my child or young person's medicine or personal care needs?

If your child has medical needs a detailed Individual Health Care Plan will be created with the support and advice from a medical professional. There will be a meeting held with parent/carers; the SENDCO/Inclusion Manager and if necessary, a school nurse will be asked to attend. We always seek advice from the medical professional that works with your child. A final copy of the Care Plan will be shared with parents/carers for them to agree and sign. Copies of the plan will be shared with school staff and displayed in class; the school office and the staff room.

If a pupil requires an inhaler, parents will be required to sign a form to allow the inhaler to be administered.

Staff training: Staff receive Epi-pen and asthma training which is regularly updated. A number of key staff have had first aid training. Members of the Early Years team, TAs and office staff have Paediatric First Aid training.

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### **Safety and wellbeing**

For children who have to have support with toileting, due to medical needs, there will be specific risk assessments in place to ensure safety of children and staff who undertake toilet or nappy changing. This will always be shared with the parent or carer and signed by all parties involved. We have a policy in place for incontinence.

In case of a medical emergency the school will call 999 to request an ambulance and will also inform parents/carers of the emergency. Where a child has a care plan in place, we will follow the direction on the plan in terms of an emergency situation.

For children with ongoing medical needs, medical appointments can be attended but evidence of these will have to be provided to the main school office. All appointments with evidence will be authorised. Teaching staff will liaise with parents to support any loss to learning as a result of ongoing medical appointment.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

We have a behaviour policy in place, the foundation of which is built upon our school values. At Violet Way we want to create a calm, safe and supportive learning environment for all of our pupils. We nurture positive relationships and mutual respect and 'Inspire All to Excellence'. At Violet Way Academy we want all of our pupils to 'Reach for the Stars'. This means setting aspirational goals, persevering in the face of challenge and striving for excellence in all that they do, enabling children to become good citizens, able to lead good lives and become successful.

We recognise that children are often trying to communicate through their actions and behaviours. The school provide a wide range of support to help children understand our golden rules, why we have them, what they can do if they feel emotional or upset and how we can support them in school. This includes:

- Whole Class PSED/ Circle time lessons reflecting on positive choices and behaviour
- Whole school assemblies based on our school values
- Whole class wellbeing provisions including calm areas/ emotional regulation areas/ worry boxes/ worry monsters/ emotion check in areas
- Lunch time nurture provision – for children needing support with positive play
- Active lunchtimes
- Individual tailored support – calm down/ sensory boxes; behaviour plans; individual sticker charts
- Small group or 1-2-1 intervention focusing on positive behaviour support/ self-regulation strategies

If a child is at risk of exclusion, as a school, we do as much as we can to prevent this from happening. We may agree to a very short term, reduced timetable with parents in order to allow them to be successful and build on this success. Agency support may also be sought, in consultation with parents. This may include but is not limited to, Malachi, Early Help, Educational Welfare Officer. Through the SEND Hub, we have good relationships

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### **Safety and wellbeing**

with local support services, including alternative provision. If children have behavioural needs and SEND needs, we can refer children to the SEND Hub, which is a network of professionals that can offer further support to reduce the risk of exclusion. Alternative Provision may be a supportive option for some children to support with their emotional needs and behaviour. As a school we have positive links with the Burton Albion Community Hub.

All school policies, including our behaviour policy, can be found by clicking on the link [here](#).

### **How do you support children who are looked after by the local authority and have SEND?**

We also have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help secure their progress and engagement with learning. When Looked After Children attend our school, we will do our utmost to ensure that they are successful and fulfil their potential. We will work alongside the Virtual School for Looked After Children, including those from different authorities, attending review meetings with social services, attending Personal Education Plan (PEP) or Looked After Children review meetings and maintaining a PEP for each child, including reviewing progress and tracking our expenditure.

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## Working Together

### Who is involved in my child's education?

Meet our team on our school website by clicking on the link [here](#).

Our SENDCO, Mrs Magill, co-ordinates provision for children with SEND. In addition to the class teacher your child may also be supported by other teaching or support staff who carry out additional intervention or support in class. Names of other adults will be included in the individual learning plans which are shared with parent/ carers.

External specialist agencies may also be involved in your child's education.

Some of these external agencies include:

- Behaviour Support Service
- Educational Psychologist
- School Nurse
- MHST
- Autism Outreach team
- Speech & Language
- CAMHS (Child & Adolescent Mental Health Service)
- Malachi (family support)
- Occupational Therapy
- Physiotherapy

The class teacher's role is to provide quality first teaching, which may also include some individual support or differentiated learning. They have a responsibility for providing learning for all children in their care and assessing these to ensure progress is made. They are also responsible for ensuring that any teaching assistants are directed accordingly to support in the classroom, this includes teaching assistants who are allocated to work with a child.

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Our SENDCO works closely with all staff to ensure that information is shared and understood by all relevant staff. In addition to regular communication at least weekly, there are also regular:

- SEND focussed staff meetings, where SEND information is shared, training takes place and time is provided to focus on our SEND support.

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### Working Together

- SEND surgeries provided by our SENDCo, where staff can discuss any needs and a team approach can be taken with regard to next steps, always involving parents and children.
- Informal and formal meetings to discuss needs with teachers and relevant staff, with and without parents and external agencies, dependent on need.
- Staff voice conferences are regularly conducted to monitor understanding, training requirements and any other thoughts/ needs, throughout the year

### What expertise do you have in relation to SEND?

At Violet Way Academy we understand that all our teachers are teachers and leaders of SEND. Teachers take responsibility for the learning of all of their children. A schedule of ongoing training is in place, which seeks to support all staff in supporting children with SEND. As well as our planned CPD opportunities for SEND, training for staff will be continually updated according to the needs of the pupils with SEND, and as a result of staff feedback and monitoring. Training opportunities have included internal training and external training led by various external agencies. Some of the more recent training/assessment/intervention schemes received or introduced at school include:

- Speech and Language
- Autism awareness
- Nurture
- Sensory needs awareness
- Supporting early phonics
- Supporting children with Mental Health difficulties
- Attachment and trauma
- ELSA (emotional literacy)
- WellComm – communication scheme
- Precision teaching

We have a planned programme of Continue Professional Development for staff and are responsive to any training needs identified during our Teaching and Learning monitoring. The SENDCO is in the process of completing the required master's level training for the National SENDCO award (expected completion date is January 2023). Within the school we have built up a range of expertise and specialist provision to support children with SEND. These include:

- An autism awareness champion
- A speech and language worker

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### Working Together

- An ELSA trained therapist
- A HOPE worker (currently undergoing training)

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

We work closely with our Local Offer and have established good relationships with a range of professionals in health and social care, as well as specialist support services to ensure your child's needs are met. You will always be consulted before specialist support is provided for your child. Some of the agencies we may work with are listed below:

- SENSS – Special Educational Needs Support Services
- Independent SEND support advisor
- EP – Educational Psychologist
- Child protection advisors at First Response
- Malachi (family support)
- Family support workers
- School nurse
- MHST
- AOT - Autism Outreach Team
- CAMHS – Child & Adolescent Mental Health Service
- SaLT – Speech and Language Therapist
- Burton Albion Community Trust (BACT)
- OT – Occupational Therapist
- Physiotherapy
- Children's Services
- Members of the medical team e.g. paediatricians, GPs
- Outreach teams from specialised schools
- BSS - Behaviour Support Services
- HI - Hearing impairment team
- VI - Visual impairment team

Many of the health and therapy services mentioned are facilitated through school. Meetings and sessions are often arranged and conducted at school. These include but are not limited to:

- Educational Psychologist

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### Working Together

- School Nurse
- Autism Outreach team
- Speech & Language
- Malachi (family support)
- BSS - Behaviour Support Services
- HI - Hearing impairment team
- OT – Occupational Therapist
- Physiotherapy

### Who would be my first point of contact if I want to discuss something?

If your child is currently at our school, your first point of contact for SEND requirements would be their class teacher. Following this a meeting with the SEND Coordinator (Mrs Magill) can be arranged to discuss any further support required.

If your child is due to start at Violet Way and you would like to discuss their SEND needs, then please contact the school office and ask for an appointment with the SENDCO (Mrs Magill) via email: [office@violetway.org](mailto:office@violetway.org) or phone 01283248530.

### Who is the SEN Coordinator and how can I contact them?

Mrs Magill is our SENDCO. You can contact her by emailing the school office: [office@violetway.org](mailto:office@violetway.org) or calling 01283248530.

### What roles do your governors have? And what does the SEND governor do?

The Governing Board are the strategic leaders of our school and have a vital role to play in making sure every child receives the best possible education. Their purpose, reflected in the law, is to 'conduct the school with a view to promoting high standards of educational achievement at the school'. They have a strong focus on three core strategic functions: Ensuring clarity of vision, ethos and strategic direction.

Our school's Governing Board are responsible for holding the Headteacher to account for the educational performance of the school and its pupils, as well as the performance management of staff. They oversee the financial performance of the school with the Trust board finance Committee and make sure the school's money is well spent. The Governing Board meet on a termly basis. In addition, the Governors meet as a Curriculum & Standards Committee every term as well as fulfilling their role as a Link Governor, holding the school to account.

Our SEND Link Governor is Louise Beiluch and her role is to:

- Challenge and support where required.
- Help raise awareness of SEND issues at LGB meetings.
- Monitor the quality and effectiveness of SEND provision in the academy.

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### **Working Together**

- Work with the SENDCo to develop SEND policy and provision in the academy.

Governors will have a good understanding of our 'Designated Teacher for looked-after and previously looked-after children (LAC/PLAC)' and its application across the school. They ensure that LAC/PLAC are having the same opportunities as other children across the school. They will also ensure that teachers for LAC/PLAC children receive the appropriate training for pupils in their care along with any supervision that may be needed. For all pupils in vulnerable groups the Governors will regularly review the outcomes for these pupils and monitor how well are they doing in comparison with other pupils. They will ensure that the additional monies through Pupil Premium Plus and top up funding provided improves the outcomes and opportunities for that young person.

### **How will my child or young person be supported to have a voice in the setting, school or college?**

Children's views across the school are encouraged through regular class circle times and discussions; surveys and pupil voice conferences. Pupil Voice is used regularly within the setting to monitor, reflect on and influence our provision. For example, recently our library was developed following a student focus group.

Children with SEND are involved in their termly review meetings. Children are supported to contribute their views by ensuring opportunities are inclusive such as the use of child friendly questions or through the use of non-verbal feedback. We conduct regular SEND pupil voice conferences, through different methods to ensure that our children's voices are heard. All children are involved in the setting and reviewing of their learning plan targets.

### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

- Parent evenings
- Stay and play sessions – e.g. Mothers day, Fathers day, May day celebrations
- Parent Forest School sessions
- Cake afternoons
- Special assemblies – Harvest and Christmas
- Parent teacher association
- Workshops
- Parent Voice Consultations
- Parent Workshops
- Individual Learning Plan meetings with teachers (appointments with teachers and SEND Coordinator are also available)

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## Working Together

### What help and support is available for my family through the setting? *(IRR)*

Mrs Dawson, our inclusion manager, provides families with support across a range of areas, including behaviour and emotional wellbeing or help accessing other services. She has supported parents with a range of issues affecting them, such as housing, accessing food banks, getting support at home and general wellbeing. Support from Mrs Dawson can be requested by contacting the school office or emailing her directly. Mrs Dawson is also on the gate every morning.

Email: [office@violetway.org](mailto:office@violetway.org) or [m.dawson@violetway.org](mailto:m.dawson@violetway.org)

Phone: 01283 248 530

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## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips?

At Violet Way we provide a range of enhanced learning opportunities outside of the classroom which can be accessed by children with SEND.

Examples of activities include:

- Forest School sessions in our woodland
- Music lessons
- Swimming lessons
- School trips
- Curriculum enhancement days
- Year 2 Residential trip
- After school activity clubs
- Lunchtime clubs

On site, Our Pride Our Joy run a care club before and after school. Our Pride Our Joy is a subsidiary company of the Fierté Multi-Academy Trust. There is a cost for their service. For further details please contact the Our Pride Our Joy: Tel: 01283 248542 Email: info@opoj.fierte.org

We are committed to giving all of our pupils every opportunity to reach their potential and try to ensure that there are no barriers to prevent this from happening. We will always endeavour to ensure that our clubs, activities and trips are inclusive by making the reasonable adjustments necessary to enable all children to take part. We work with children, parents and external providers to make the necessary adaptations, so that they are suitable for all. Risk assessments are completed, when necessary, by school and external providers. Individual risk assessments can be conducted when needed. Before trips or residential visits, risk assessments are carried out and procedures are put in place to enable all children to participate in all activities.

Parents are informed of school trips through the school communication app, Marvellous Me and through letters home. If children with specific needs are attending a trip, a meeting or a telephone call my need to be arranged with the parents/carers to discuss suitability and adaptations/risk assessments that may be required.

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### Inclusion & Accessibility

#### Provide details of the physical accessibility of the setting IRR

##### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

There is a ramp to the front of school to access and there are two lifts in the building.

Are disabled changing facilities available? Yes

No

We have two disabled toilets on site.

Are disabled toilet facilities available? Yes

No

We have two disabled toilets on site.

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### Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes   
No

If required, we have space for drop off and pick up. For SEND needs.

Do you have disabled parking spaces for students (post-16 settings)? Yes   
No   
N/A

N/A

### How accessible is the setting's environment?

Teachers are committed to providing an inclusive education for all students. Through the Local Offer we have worked with an Occupational Therapist to carry out individual Sensory assessments for children which has included drawing up individual sensory plans which identify ways in which the environment can be adapted to support their needs. We have worked with Autism Outreach team to audit our current provision and adapt classroom spaces to ensure they are adapted to the sensory needs of children. These include the use of calm areas; visual support; sensory boxes; adapted seating arrangements or ear defenders. We have a calm nurture space, where children can access a daily lunch time nurture support.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors. As a school we are happy to discuss individual access requirements. We ensure our learning environment is accessible to support children with SEND needs. In school we have:

- Disabled toilets and an accessible ramp to the school.
- A variety of resources to help children e.g. reading rulers, visual timetables, now and next boards etc.
- Technology to support learning, such as iPads and talk tins.
- A variety of different pencil grips and writing implements.
- An up-to-date Accessibility Plan. All school policies, which includes Trust policies, can be found by clicking on the link [here](#).

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### **Inclusion & Accessibility**

- An Equality policy and conform to the Equality Act 2010.

### **What forms of communication does the setting use to ensure inclusivity?**

We endeavour to make all children feel welcome and be included in our school. We support communication for children whose first language is not English through the use of visual support; teacher modelling and hands on learning. We also have Talking Pens in school, which can read statements and story books in a number of different languages. Children identified as needing further support can take part in additional intervention through our WellComm communication programme or other speech and language support. Where appropriate support will be sought from the Minority Ethnic Achievement Service (MEAS) and/or our Educational Psychologist.

We communicate with parents through a range of ways including:

- Marvellous Me
- Emails to Parents
- Weekly newsletters
- Letters sent home with children
- Phone calls when necessary
- Microsoft Teams

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### **Joining and moving on**

#### **Who should I contact about my child or young person joining your setting?**

Our admissions policy and accessibility plan can be found on our website. All school policies, which includes Trust policies, can be found by clicking on the link [here](#).

#### **How can parents arrange a visit to your setting, school or college? What is involved?**

Tours of the school are arranged for our new Reception starters and in-year applications. Our Headteacher is always happy to arrange tours of the school at a time that is suitable for parents/carers. Please do not hesitate to contact the school office to speak to our office manager, Miss Evans, to arrange a visit.

Email: [office@violetway.org](mailto:office@violetway.org)

Phone: 01283 248 530.

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## Joining and moving on

### How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

#### Children entering Violet Way Academy into Reception:

Prior to your child starting school:

- You will be invited to an induction meeting.
- You will be invited to a 'Play and Stay' session.
- You will be invited to a 'Key Person' meeting.
- An information pack will be given to you.
- Separate meetings can be arranged where parents have any concerns they wish to discuss.

#### Children transferring to Violet Way Academy from another school

- Parents and pupils are invited to visit the school.
- Meetings can be arranged with parents, class teachers and Headteacher and/or SENDCO.
- Outside agencies and previous support workers can be invited to the meeting if feasible.
- Discussions with the SENDCO of the previous setting will take place and all records are passed on.
- Transition visits are made with your child's class.
- An information booklet with photographs can be made for your child to observe before commencing at Violet Way Academy if required.
- Any specialist equipment, provisions or resources may need to be put in place prior to commencement.
- Pastoral support will be put in place for the first week of admission to ensure your child has settled into school and made friends.

We carefully plan transitions each year, between year groups. Children and staff may complete a relevant transition booklet to aid information sharing and getting to know each other and the new setting. We plan in a range of transition opportunities where classes spend time with their new teacher to help them get settled, prior to the new academic year starting in September. Class teachers meet to ensure that any relevant information is shared including adaptations to provision in class and individual learning plans.

#### Pupils Transferring to Other Schools from Violet Way Academy

- It is recommended that you and your child visit the new school and arrange to spend time there in their new class.
- Transition process to Edgehill Junior Academy is scheduled to enable a seamless transition (including additional visits for children with SEND).
- Photographs can be taken of the new setting and new teacher for your child to refer to before starting the new school.
- All SEND records are passed on to the new school. Basic details are passed on the electronic system.

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#### Joining and moving on

- Any specialised equipment or resources will need to be in place prior to commencing the new school.

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#### Additional Information

##### What other support services are there who might help me and my family?

SENDIASS - 01785 356921 sfps@staffordshire.gov.uk  
Action for Children - 0300 123 2112 ask.us@actionforchildren.org.uk

##### When was the above information updated, and when will it be reviewed?

Latest Update: July 2023  
Next Update: July 2024

##### Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

##### What can I do if I am not happy with a decision or what is happening?

Please do contact the class teacher in the first instance. Should you require further assistance, please do make an appointment with the SENDCo through the office. Finally, if you require greater assistance, please do not hesitate to contact the Headteacher through the office.

We have a Complaints, Comments and Compliments Policy, which can be obtained from our website. All school policies, which includes Trust policies, can be found by clicking on the link [here](#).

##### Type of Setting *(tick all that apply)*

- |  |  |                                      |   |                                  |
|--|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream                   | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special     |   |                                  |
| <input checked="" type="checkbox"/> Early Years                  | <input type="checkbox"/> Primary             | <input type="checkbox"/> Secondary   | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained                              | <input checked="" type="checkbox"/> Academy  | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input checked="" type="checkbox"/> Other (Please specify below) |  |                                      |   |                                  |

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**Additional Information**

Infant (YR - Y2)

**DFE Number**

860/2141

**District**

- Cannock                       Lichfield                       East Staffordshire                       Tamworth  
 Newcastle                       Moorlands                       Stafford                       South Staffordshire

**Specific Age range**

4 - 7

**Number of places**

270

**Which types of special educational need do you cater for?**

- inclusive mainstream school                       special school

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly                                    | <input type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input type="checkbox"/> Visual impairment friendly                       |   |

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**Additional Information**

**Other specialist support/equipment:**

- Specialist technology
- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden
- Hydrotherapy
- Medical
- Therapy services
- Hearing loop

**Comment:**