



Special Academies: Wandle Valley Academy For Pupils with Social, Emotional, Mental Health and part of the Parallel Learning Trust

Record Details

Academy Name: Wandle Valley Academy

Address: Welbeck Road
Carshalton
SM5 1LW

Contact(s): Miss Lynda Harris, Headteacher (SLT)
Mr Robert Brooks, Chair of the Academy Council
Mr Mark Jordan, CEO of PLT
Miss Shelina Duke, Assistant Headteacher Primary/Yr7, Quality of Education Lead
Mr Roy Charles, Assistant Headteacher KS3, Behaviour & Attitudes Lead
Mrs Katherine Peck, Assistant Headteacher KS4, Personal Development
Miss Charlotte Douglas Finning, Safeguarding, Attendance Lead & Therapeutic Lead

Telephone: 020 8648 1365

Email: office@wandlevalleyacademy.org.uk

Website: <http://www.wandlevalleyacademy.org.uk>

About the Academy	<ul style="list-style-type: none"> We are a large Special Academy (part of the Parallel Learning Trust) based in South West London catering for pupils with social, emotional mental health (SEMH). All pupils have been excluded from mainstream education and have a current Educational Health Care Plan (EHCP).
	<ul style="list-style-type: none"> Please contact the main school office to arrange school visits, although it is advisable to ask for the support of the SEN Team from your local area to make contact.
	<ul style="list-style-type: none"> Pupils must have an EHCP to be eligible to attend the academy.
	<ul style="list-style-type: none"> Referrals are made from SEN (Special Educational Needs) teams, Panels and from out of Borough local authorities.
	<ul style="list-style-type: none"> Class sizes vary depending on needs, but we do not exceed 10 in a class.
	<ul style="list-style-type: none"> High Staff / pupil ratios, typically 1 teacher and 1 learning support assistant within lessons. However, this does vary according to individual pupil/class needs.
Supporting children	<ul style="list-style-type: none"> Pupil progress is monitored regularly throughout the year. Parent/Carer evenings allow parents/carers to liaise with key staff about interventions that are needed to support pupil progress. First point of contact for all parents/carers should be the class teacher in the primary department and the form tutor in the secondary department. For other whole academy issues, health or care issues within the academy contact the Designated member of staff. This will include responsibility for progress, attendance and other concerns not able to be dealt with by the tutor/class teacher.
	<ul style="list-style-type: none"> Other useful contacts include: Charlotte Douglas Finning Safeguarding Attendance & Therapeutic Lead, who oversees; Looked After Children (LAC)
	<ul style="list-style-type: none"> SENCo – Lynda Harris, Headteacher
Assessing Child Progress	<ul style="list-style-type: none"> Throughout the year teachers set academic targets relevant for each pupil to achieve using the current no level assessment format.

Informing Parents/Carers	<ul style="list-style-type: none"> Parents/carers will be updated on any additional support, such as literacy intervention, Speech and Language Therapy, Occupational Health, Play Therapy, ELSA (Emotional Literacy Support Assistant) and any other interventions put in place.
	<ul style="list-style-type: none"> Relevant permission will be sought as required.
	<ul style="list-style-type: none"> Parents/carers will be contacted regularly to update on progress in school by class teacher/Tutor/LSA. This will be done either via the telephone or in writing.
	<ul style="list-style-type: none"> Annual review meetings are held yearly to review each EHCP ensuring provision is up to date and relevant.
If a child is not making progress	<ul style="list-style-type: none"> Academic targets are tracked carefully and reviewed termly. Pupils not making expected progress are clearly identified allowing appropriate interventions and support strategies to be implemented.
Curriculum	<ul style="list-style-type: none"> Our curriculum is modified to meet the needs of our pupils. (Please see WVA's Curriculum Statement). We study the national curriculum in most subject areas. Pupils will all have the opportunity to study GCSE's and other recognised accreditations in English, Maths, Science, History, Art, Music, Food Technology, Computing and PE. In KS4 pupils can make choices of their preferred GCSE's. Personal Development Runs through all strands of the curriculum and afternoons are designated to SEMH, SMSC, Wellbeing and Enrichment Sessions.
	<ul style="list-style-type: none"> We have two Year 7 Transition Groups to support the change from primary to secondary and they follow a similar curriculum to primary, but within the secondary area of the school. They are supported and overseen by the Primary Lead.
	<ul style="list-style-type: none"> All pupils in KS3/4 have the opportunity to take part in enrichment activities including trampolining, working in our in-house Bistro, developing bicycle maintenance skills, horticulture, music drama, science, craft skills and KS4 pupils will have the opportunity to take part in offsite taster sessions at colleges and other post 16 provisions including work experience placement.
	<ul style="list-style-type: none"> Primary pupils study English, Maths, Topic, PE daily and throughout the week they also take part in climbing, swimming, drama, horse riding, music, horticulture, science and trampolining.
	<ul style="list-style-type: none"> Both primary and secondary pupils receive intervention support and ELSA. SaLT, OT, Literacy and numeracy intervention initiatives also run across the whole school.
Adapting for child needs	<ul style="list-style-type: none"> Planning takes account of individual pupil needs and lesson delivery is developed to challenge each pupil at the appropriate level.
Teacher flexibility on child needs	<ul style="list-style-type: none"> All class groups are organised to meet the specific needs of each pupil.
Additional support	<ul style="list-style-type: none"> Additional support may be offered to some pupils to meet specific needs within different curriculum areas.
	<ul style="list-style-type: none"> Dyslexia screening to diagnose and support any pupils' specific needs.
	<ul style="list-style-type: none"> Exam support testing – pupils are tested to see if they meet the criteria for additional support for exams.
Learning strategies	<ul style="list-style-type: none"> Pupils complete a variety of tests to highlight areas in need of targeted support. Strategies to support and develop literacy and numeracy include Lexia, READ, WRITE INC reading and writing programme, using a phonics based reading programme within the primary classes and specific literacy lessons within years 7-11 working with individual pupils, small groups and whole classes.
	<ul style="list-style-type: none"> ELSA support throughout the teaching across the whole school.
	<ul style="list-style-type: none"> Additional specific in class support for individuals/groups where appropriate.
	<ul style="list-style-type: none"> Opportunities for breakout sessions and other areas to support pupils during lessons
	<ul style="list-style-type: none"> Catch up numeracy and some web based learning to support and develop numeracy

	<ul style="list-style-type: none"> Enhanced curriculum including horticulture, pottery, photography, horse riding, canoeing, arts awards, football matches, rugby development, bike maintenance. Working with many relevant and appropriate external agencies.
Meeting child needs	<ul style="list-style-type: none"> All pupils are baselined on entry to the school and regularly reviewed to measure progress.
Access arrangements	<ul style="list-style-type: none"> Teacher qualified to carry out specialist assessment for a range of examinations access arrangements. Access Arrangements entitlement as part of normal classroom practice. We liaise with the school nurse and CAMHS to help meet specific Medical needs, with many staff first aid trained
Comfort, safety and socialising	<ul style="list-style-type: none"> Breakfast club Opportunities for homework. Staff presence at breaks and lunch, before and after academy and use of CCTV to help ensure safety of all on-site. ELSA trained staff offering mentoring activities Groups activities in 'Enrichment/Golden Time' to develop social skills and/enhance self-esteem Access to specialist support such as Art, Drama and Play therapy via referral systems.
Social and emotional skills	<ul style="list-style-type: none"> Breakfast club Some pupils attend the local Skills and Integrated Learning Centre (SILC) which develops more vocational, hands on skills. Specific behaviour and intervention programmes including social skills, anger management, self-esteem and restorative justice. Access to specialist support such as art, drama and play therapy via SEN referral system Opportunities for homework Preparation for further education, work or training through careers lessons, visits and pupils completing work experience placements
Learning for independence	<ul style="list-style-type: none"> Some pupils attend the local Skills and Integrated Learning Centre (SILC) which develops more vocational, hands on skills. Groups activities in 'Enrichment/Golden Time' to develop social skills and/enhance self-esteem Positive postcards sent home as part of our 'Achievements Point system within the whole academy. Specific behaviour and intervention programmes including social skills, anger management, self-esteem. Developing a 'growth mind-set' for all as a basis to learning. See academy website www.wandlevalleyacademy.org.uk
Perseverance and resilience	<ul style="list-style-type: none"> Anti Bullying Policy and procedures clearly understood by pupils and followed up by staff We have no lifts on site, however, wheelchair access is available throughout the academy to access the different areas of the academy including the sports hall. Meetings rooms can be organised on the ground floor when needed
Bullying	<ul style="list-style-type: none"> Local authority transport with escorts.
Accessibility	<ul style="list-style-type: none"> Adjustments are made for pupils with any visual difficulties when working on worksheets or whiteboards Educational Psychology Service – we have access to the LA EP Service, where appropriate and outlined on the EHCP or at an Annual Review. Speech Language Communication Service – we have an attached Speech and Language Therapist on site working with pupils individually and in small groups to meet individual needs.

	<ul style="list-style-type: none"> Autism Spectrum Disorder Service – we work together to keep staff trained for working with young people with specific ASD needs
Accessing lessons	<ul style="list-style-type: none"> Special Educational Needs Team Academy Nurse – working with the academy nursing service ensures pupils receive suitable support as needed and the immunisations that are advised Child and Adolescent Mental Health Service – academy works with CAMHS to give feedback on pupils for reviews, and also can work with family GP's to support referrals to CAMHS. We work very closely with social care to support pupils and families in need of further support. We work with various other charities who are welcomed into academy to share their stories and experiences and keep out young people informed.
Who we work with	<ul style="list-style-type: none"> Permission for access arrangements or EP work will be sought from parents/carers following review meetings if deemed appropriate We work very closely with social care to support pupils and families in need of further support. ELSA trained staff We work with various other agencies and charities who are welcomed into academy to share their stories and experiences and keep our young people informed.
How we work with other agencies	<ul style="list-style-type: none"> Educational Psychology Service – we have access to the LA EP Service, where appropriate and outlined on the EHCP or at an Annual Review. We work with various other charities who are welcomed into academy to share their stories and experiences and keep our young people informed. Permission for access arrangements or EP work will be sought from parents/carers following review meetings if deemed appropriate Parents/carers can be part of our governing body, please contact the academy to express an interest. 020 8648 1365 We will look to support pupil's transition into our academy via taster sessions and induction days
Specialist services and expertise	<ul style="list-style-type: none"> Parent/carer open days, Summer/Christmas/Easter fair, coffee mornings/afternoons and alternative Parent/Carer meetings and more. Within the primary department pupils will move from class to class each year as one class group where possible. Pupils within the secondary department will stay in the same tutor group with the same tutor where possible to best suit individual pupil needs.
Parental involvement	<ul style="list-style-type: none"> We have experienced staff who liaise with the Targeted Youth Support based at The Quad and local colleges to ensure that all pupils have an opportunity to move on from Wandle Valley into education, employment or training and are supported fully through the process. Communication with parents/carers is managed through a variety of ways, including; letters, postcards home, phone calls, emails, whatsapp, parents/carers' evenings, academy newsletters and the academy website.
Helping your child settle with confidence	<ul style="list-style-type: none"> To contact the academy call the main reception on 020 8648 1365 Please see our academy website for any policies or further information. www.wandlevalleyacademy.org.uk
Sutton Local Offer	<ul style="list-style-type: none"> https://www.sutton.gov.uk/sutton-s-local-offer