



Wandle Valley Academy

SEND Information Report 2025-26

Wandle Valley Academy embraces the principle of inclusive education as detailed in the Special Educational Needs and Disabilities Code of Practice (issued Jan 2015), specifically 'The presumption of mainstream education is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child's parents/carers or the young person for where they should be educated are met wherever possible'. (Special educational needs and disability code of practice: 0 to 25 years, January 2015).

The Local Offer was first introduced in the Green Paper (March 2011); it is a description of all services available to support children with Special Educational Needs and Disability (SEND), and their families, within a local authority.

The Sutton Local Offer aims to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how academies/schools and colleges will support them, and what they can expect across the local settings.

Schools are expected to publish an SEND Information Report, answering a number of questions, to help parents/carers and young people understand how the school will support pupils' needs.

Wandle Valley Academy strives to give every pupil the opportunity to develop his/her potential to the full.

We recognise that all pupils have their own particular needs and seek to ensure that each pupil is able to learn, experience success and feel valued in an environment free from barriers and prejudice.

We are committed to ensuring all pupils receive their full entitlement to a broad and balanced curriculum.

All pupils at Wandle Valley Academy have an Educational Health and Care Plan of SEN (EHCP), which details their learning difficulties and associated complex needs.

When pupils are referred by their local authority (eg. Sutton) to Wandle Valley Academy, we talk with their previous school, their parent/carers and any professionals that are involved with the young person to make sure we know their full needs and can plan for their arrival.

Observations and / or assessments will be carried out when the young person arrives at the school to find out more about their learning needs so that we can plan the exact help and support that they need.

If parent/carers are in any way concerned about their child's needs, or want to know more about the assessments used, they should contact the School and ask. How will the school support my child? Staff at Wandle Valley Academy will strive to plan and deliver high quality teaching designed to meet the needs of all pupils; this is monitored by senior leaders as part of the regular review and observation cycle.

Some pupils may need additional support from within the school because of their SEND and the nature of this support will depend upon the needs of the pupil.

We currently offer a number of bespoke support for our pupils, with a number of interventions such as; Speech and Language (SALT) for those pupils with speech, language and communication needs, 1:1 or

group emotional literacy (ELSA) 1:1 or group numeracy support, fitness interventions, Occupational Therapy, in class support, social skills group work and specific precision teaching where appropriate.

We also ensure that those pupils that require extra literacy support from our specialist literacy teaching assistant receive:

- 1) 1:1 literacy support that includes development of reading, handwriting, spelling, comprehension, speaking and listening and extended writing skills.
- 2) Extra in class support to promote literacy skills.
- 3) Group work to develop speaking and listening skills.
- 4) The whole school use Read Write Inc to support their literacy development and all staff have training to help support pupils, with specific staff with more advance training and skills.
- 5) All pupils, also have access to Lexia and as with Read Write Inc all staff have been trained to offer additional support to pupils, with specific staff having more advance training and skills.

Individual assessments are carried out in order to ensure that all pupils' strengths and areas for development are identified and built upon.

Occasionally, a pupil may need more expert support form an outside agency such as CAMHS and Educational Psychologist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Where pupils require specific, specialist support we also refer pupils to outside agencies to undertake interventions such as mentoring and counselling.

Pupils are taught in small class groups by a minimum of one teacher and one Learning Support Assistant (LSA).

Subject teachers will ensure that lessons across the curriculum are delivered using lots of different approaches and that the work for each pupil takes account of their individual needs.

Accredited courses are carefully considered in relation to content and how they are assessed; they are matched to the learning needs, personal interests and aspirations of each individual.

Pupils are assessed to see if they need support during exams (access arrangements) and strategies are put in place before the exams to make sure pupils know how to make the best use of the support available to them.

Work experience placements are offered and put in place from year 9. These are sourced with pupils needs in mind, parents/carers will be approached before a placement is confirmed.

We will keep parents/carers informed through parent/carer evening, reports, Annual Review meetings, parent/carer update meetings and weekly telephone updates with their Tutor/LSA and there is a weekly Bulletin sent out and uploaded to the website and twitter. Parent/carers are also encouraged to make direct contact with their tutors and subject teachers.

All pupils will have a tutor who should be your first point of contact. This can be done by email or by a phone call to the main office (020 8648 1365).

Parent/carers have regular opportunities to discuss progress with their teachers at scheduled events or informally by appointment, telephone or email to individual teachers. Since covid we have also found that parent/carers find the use of WhatsApp a useful and safe tool to communicate with us and we have a designated Office Mobile to help with this format 07889 731921.

We believe that pupils wellbeing is the responsibility of all staff at Wandle Valley Academy; the most consistent contact for each pupil will be with their Tutor and LSA, who act as mentors for the pupils in their form group.

Regular meetings are held with pupils to discuss what is going well, what support is helping them and how things could be improved.

Wandle Valley Academy attend all multi-disciplinary meetings regarding the welfare of pupils.

Meetings are held daily to ensure that all staff are up to date with what is happening for each individual pupil.

There are a number of specialist services and expertise available to the pupils at Wandle Valley Academy, such as:

- Referrals to Health Services (including Mental Health and SALT)
- Sutton Youth Support Team
- CAMHS
- SWITCH
- Early Intervention Team
- Educational Psychologist
- Sensory (hearing and visual) Impaired Team
- Children's Services for Social Care
- School Nurse
- Outreach support

Staff attend training weekly as well as the five INSET each school year.

Training looks at the needs of pupils with different types of SEND, how this impacts on their learning and the best ways to support their progress.

Training is delivered by the Leadership Team and Staff that have an expertise in a specific area. External SEND specialists also support staff in these training to make sure current and relevant information and practice is provided for all staff. Where appropriate staff from PLT also deliver some of the training and other outside providers.

We actively seek to ensure that ALL pupils are included in all activities, including trips.

Activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating.

Trips are regularly used as rewards, to enhance social skills or subject knowledge and are seen as a valuable element of the curriculum.

Wandle Valley Academy ensures full access to all pupils and visitors in respect of their presenting needs and disabilities. However, individual needs would be assessed on referral.

A plan is put in place for all pupils referred to Wandle Valley Academy; this involves a series of starter sessions (visit, half days and full days) to help pupils to become familiar with the school and the staff.

Additional plans will be made for those pupils who need extra support when joining the school; this may include a longer transition or temporary/long term additional support.

A plan is put in place for all pupils leaving for college and/or work placements.

When pupils transition to a different school, we strive to provide a detailed summary of their educational needs and progress are shared with the parents/carers consent to make sure transition in as smooth as possible.

Pupils' progress across the curriculum is looked/reported on at least three times over a school year and other assessments once or twice each year; those young people making less progress than we expect will receive additional support from within the school and where necessary other agency support, maybe requested.

We decide how much support each pupil receives based on their individual level of need and what we need to do to support them.

When we review each pupil's progress and future provision at the Annual Review (EHCP), it will be decided whether the funding for the pupil is right for meeting their needs. We are only too aware that the pupils that attend Wandle Valley Academy have very spiky profiles and their needs can change very quickly and for this reason we work closely with the individual SEN Teams.

On an annual basis we review each pupil's progress and future provision needs to determine whether or not the referring Local Authority needs to increase their funding to support the pupil's subsequent year at Wandle Valley Academy. We also hold Emergency Reviews if the need is urgent or if this is requested.

We aim to develop close and mutual supportive relationships with parent/carers from the point of transition and on an annual basis at the pupils' Annual Review (EHCP).

Parent/carers are invited to come to a variety of celebration opportunities over the course of the academic school year.

Parent/carers are invited to events throughout the school year, including informal coffee mornings, afternoon tea, fetes, School Pantomime, Christmas fairs.

Pupils are always encouraged to attend their Annual Review (EHCP) and are asked for their views before the meeting takes place.

Wandle Valley Academy Pupil Voice gives every pupil the opportunity to share their views on school issues and are chosen to be involved in staff interviews to help inform recruitment decisions.