

Special Schools: Wandle Valley School - For Pupils with Social, Emotional, Mental Health

Record Details

Name of School: Wandle Valley Academy

Address: Welbeck Road
Carshalton

Postcode: SM5 1LW

Contact(s): Lynda Harris, Acting Head of Academy
Robert Brooks, Chair of the Academy Board
Oscar Sanders, Assistant Head Primary
Andrea Atkins, Assistant Head Secondary
Rose Rhule, Designated Safeguarding Lead

Telephone 020 8648 1365

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Name of School:	Wandle Valley Academy
Address:	Welbeck Road Carshalton Surrey
Postcode:	SM5 1LW
Contact (s)	Miss Lynda Harris - Acting Head of Academy (SLT) Mr Robert Brooks - Chair of the Advisory Board Mr Mark Jordan - PLT CEO Mrs Andrea Atkins - Assistant Head teacher Secondary (SLT) Mr Oscar Sanders - Assistant Head Primary Lead (SLT) Rose Rhule - Head of Safeguarding & Inclusion (SLT)
Telephone:	0208 648 1365
Email:	office@wandlevalleyacademy.org.uk
Website:	http://www.wandlevalleyacademy.org.uk
About the school:	<ul style="list-style-type: none"> • We are a large Special Academy 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) • Please contact the main school office to arrange school visits. • Pupils must have an EHCP to be eligible to attend the school. • Referrals are made from SEN (Special Educational Needs) teams, Panels and from out of Borough local authorities. • Class sizes vary depending on needs, but we do not exceed 10 in a class. • High staff / pupil ratios, typically 1 teacher, 1-2 learning support

	assistants LSA in primary classes and 1 teacher and 1 LSA within secondary lessons. However, this will vary according to individual pupil/class needs.
Supporting Pupils:	<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 should be the class teacher in the primary department and the form tutor in the secondary department. For other whole school issues, health or care issues within the school contact the designated member of the Senior Leadership Team (SLT). This will include responsibility for progress, attendance and other concerns not able to be dealt with by the tutor/class teacher. • Other useful contacts include: Rose Rhule, Head of Safeguarding and Inclusion; who oversees; Looked After Children (LAC) • Lynda Harris Acting Head of Academy SENCO: Designated Senior Leadership Team (SLT)
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, Play Therapy, Elsa and any other interventions put in place. • 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. Parents/carers receive a termly newsletter. • 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. 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, STEM, History, Art, Music, Food Technology, Computing and PE. In KS4 pupils can make choices of their preferred GCSE's. We have two year7 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. All pupils in KS3/4 have the opportunity to take part in enrichment activities including trampolining, working in our in

	<p>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 placements.</p> <ul style="list-style-type: none"> • In primary pupils study English, Maths, PE daily and throughout the week they also take part in climbing, swimming, drama, horse riding, music, horticulture, Science and trampolining. • In both primary and secondary pupils receive an intervention support and ELSA. 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 READ, WRITE INC reading and writing programme, using a phonics based reading programme within the primary classes and specific literacy/numeracy lessons within years 7-11 working with individual pupils, small groups and whole classes. • ELSA support throughout the teaching across the whole school. • Additional specific in class support for individuals/groups where appropriate. • Opportunities for break out 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
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teacher qualified to carry out specialist assessment for a

arrangements	range of examinations access arrangements, also working with our attached Educational Psychologist
	<ul style="list-style-type: none"> • Access arrangements entitlement as part of normal classroom practice.
	<ul style="list-style-type: none"> • We liaise with the school nurse and CAMHS to help meet specific Medical needs, with many staff first aid trained
Policies	<ul style="list-style-type: none"> • Please see our school 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/info/200611/suttons_local_offer