



SEN Information Report for Parents

September 2024

Zouch Academy - The White Horse Federation

Address: - Wavell Road, Tidworth. SP9 7JF

Website: - <https://zouch-academy.twhf.org.uk> and www.thewhitehorsefederation.org.uk

School opening hours for the children: - 8:40– 15:15 Monday - Friday

Point of contact: - Nina Johnson - Head Teacher 01980 842293 head@zouch.wilts.sch.uk

Type of Provision: - Nursery and Primary Education

Age range: - Aged 3 - 11

Admission arrangements: - The White Horse Federation subscribes to the Wiltshire Council admissions procedures and policies. Parents can apply through Wiltshire Council for Primary School admissions. For the Nursery, parents apply through the School Office to register their child for a place.

Referrals: - Children can be referred to the school if the Local Authority accommodates them or if they have an Education Health and Care Plan on parental request.

Cost: - Pupil Premium funding will follow the child as well as any additional funding from Wiltshire Council.

What is our SEND Information Report for?

- This Information Report is our way of providing parents with information about how children with additional needs are provided for in our school. At Zouch Academy we welcome working with parents, as your child's education and overall welfare is paramount.
- *Our Commitment:*
- At Zouch Academy we recognise that EVERY child has the opportunity to be successful with their learning and achievements and that they can achieve their very best.
- Ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and given equal access to a broad, balanced and relevant curriculum.
- Ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
- Recognise and record students' strengths and successes to encourage a positive self-image.
- All children are valued as individuals and are encouraged to be independent learners. They are given the best opportunities to fulfil their potential, including those who may face barriers to their learning.

How Special Educational Needs are provided for at Zouch Academy School

At Zouch Academy School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation and we set high expectations for all.

Provision for children with SEN is a matter for the whole school. All teachers are teachers of children with SEN.

We currently support a wide range of needs within the following categories:

- Cognition and Learning – children with moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
- Communication and Interaction – children with Autism (ASD) and also a wide range of speech and language difficulties
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, sensory processing difficulties diabetes and epilepsy
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD

Partnership agencies: - We work with;

- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapist,
- WAAS – Wiltshire Autism Assessment Service
- CAMHS
- Wiltshire SSENS Department
- Wiltshire Behaviour Support Service
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- CEAS- Parent Partnership
- Early Help Hub
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team
- Education Welfare Officer
- Wiltshire Young Carers

Curriculum: - The Early Years Foundation Stage Curriculum is followed, as is the National Curriculum. The needs of the child could influence the curriculum they receive and this will be tailored to individual need.

The curriculum we offer is based on the National Curriculum but adapted to best meet the needs of all children and the outcomes for any pupils with an EHCP.

Identification and assessment: - We assess the pupil's progress and attainment throughout the year as identified in the school assessment calendar. Parents will receive a written report on their child's progress and attainment at the end of the year. Twice a year, parents are invited to regular meetings to discuss their child's progress and attainment. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs. Specific information regarding assessment of SEND can also be found within our SEND policy, which can be found on our website.

If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents on the same day and recorded on the school's system. If appropriate we may refer to Wiltshire Behaviour Support Service for advice and support.

Any health concerns are reviewed as appropriate and necessary and children with a care plan have these reviewed annually with the support of other professionals as appropriate.

Where a specific need for a child is identified, the school will seek support from outside agencies to provide advice and support or to carry out specialist assessments, these can include assessments completed by the Educational Psychologist, Speech and Language therapist, Social Communication and Interaction/ASD team and SSENS – Specialist SEN Support Service.

Some children who do not have an EHCP may still need a bit of extra support and so we will use the Wiltshire Graduated Response to SEND Support system to carefully assess a child's needs and plan some very precise and individual support. This may result in a child having a 'Support Plan'. Targets will be set and reviewed regularly to evaluate the impact of the support provided and parental input is sought at every stage. We value and respect parental input and want to ensure a partnership is possible and successful.

Three times a year, teachers will make judgements on all pupils' attainment, judgements are made using the child's works or a formal assessment. Pupils are assessed as to whether or not they meet the expected standard for a child their age. BLW (Working below) if they are working well below the year group standards, WTS (working towards standard) if they do not yet fully meet that standard or are still working towards it, EXS (expected standard) if they do meet it and GDS (greater depth standard) if they exceed that standard and are working at a greater depth.

For children who are identified as working below or working towards year group expectations, 3 times a year they complete additional assessments in reading, spelling and maths so that individual learning needs can be identified and progress tracked.

When children start in Nursery and Reception, the teacher's carryout a baseline assessment for all areas of the EYFS curriculum.

Transition: - Before any child starts at Zouch Academy School, parents will have a meeting with a member of school staff, in the EYFS this is through home visits and phone calls to parents, and from Year 1 upwards, parents meet with the Head Teacher. Any specific needs of a child will be identified and referred to the SENCO or Inclusion Lead. The SENCO or Inclusion Lead will ensure that any agencies supporting the child are contacted before they start school, and using the information from parents and professionals, appropriate support will be put into place.

When a pupil transitions from Zouch Academy (a mainstream school) to a specialist setting, as soon as we know that this transition is happening, we will work closely with the new setting to create a bespoke transition package which supports the child's specific needs.

Any child moving on to another school will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has a statement of SEN needs or an EHCP, then a transitional review will take place in year 5 and all possible school options are discussed.

Staff Expertise: - The SENCO, Sarah Pearce, is a fully qualified teacher and has gained her National Award for Special Educational Needs Co-ordinators. The Primary Inclusion Lead, Jackie Udale has over 15 years' experience supporting pupils with SEN in Wiltshire schools.

Zouch Academy and TWHF expectations are that all teachers are responsible and teachers of SEN and have the support of the SENCO & Inclusion Lead to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staffs training sessions are spent on SEND and new practices.

Teaching Assistants are employed to support the learning needs of all the children to enable them to access a mainstream curriculum.

We also have pastoral support for all pupils when appropriate this includes two children's counsellors, Thrive practitioners and a qualified ELSA.

ELSA stands for Emotional Literacy Support Assistant and is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs run by the Educational Psychology service. It supports practitioners in developing the emotional literacy and overall resiliency of vulnerable children and young people. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

Monitoring of the effectiveness of the provision: - There are robust systems in place for the SENCO & Inclusion Lead to monitor the effectiveness of the school provision these include;

- Book scrutiny
- Progress meetings
- Lesson observations of all staff, including the quality of provision for SEND children
- Monitoring of planning
- Individual Provision Maps
- Annual reviews
- Review meetings with external professionals

Subject leaders also monitor the delivery of their subject and the progress made.

The SEN Governor will meet with the SENCO/Inclusion Lead and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The Head Teacher monitors and quality assures the impact of the SEN action plan/School improvement plan. The Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

Equal Opportunities: - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure and adaptations will be made as needed. The Accessibility Plan details how the school aims to treat all of its pupils fairly and with respect.

Spiritual, Moral, Social and Cultural Curriculum: - The WHF is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

School council, to which all pupils contribute

Pupil voice

Community events

Religious festivals

Special school days

Build strong meaningful relationships between staff and pupils

A whole school well-being curriculum

Measures to prevent bullying

National initiatives, such as charity events, religious celebrations etc

Bullying of any kind is not tolerated.

All children are taught:

- how to recognise bullying,
- why it is harmful,
- what to do if they think they are being bullied
- what happens in school when children bully others

From the parent carer's point of view:

1. How does the school know if children need extra help and what should I do if I think, my child may have special educational needs?

- You or your child's teacher may have a concern about your child, the concern may be about the progress that they are making in their learning, their speech and language, how they are managing the school routines and being with other children or it may be to do with their physical or mental well-being.
- We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance parents should speak to the class teacher, this can be an informal chat about your child or you can contact school to make an appointment to see your child's class teacher, and/or Mrs Johnson (Head Teacher, Mrs Udale (Inclusion Manager) or Miss S Pearce (SENCO).
- If the teacher identifies a concern and an area of need for your child, they will ask to meet with you to discuss this.
- At Zouch Academy we use an early Identification of Concerns proforma coupled with the Wiltshire Graduated Response to SEND Support to identify if a child has a Special Educational Need. Teachers will work alongside parents to discuss concerns that school or home may have and identify any support that can be put into place in the classroom.
- Teachers will discuss, with the SENCO and/or Inclusion Lead, the concerns and the progress that children have made when the additional support has been put into place. If parents and school agree that the child meets the criteria of additional need, the school will place the child onto the SEN register. The school will verbally speak to parents during parents evening meetings and 1:1 meeting with the class teacher or SENCO to ask permission for this to happen.
- If appropriate, the school will ask your permission to involve one or more external agencies.
- Additional information can also be found in our SEN policy which can be found on our website.

2. How will the school support my child?

The class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENCO and Inclusion Manger where necessary. The teacher will discuss with you any support that they think is needed that is additional and different to what we would offer to children as part of our usual practice.

The school has many options to enable your child to access mainstream learning, these include the following:

- Extra support in class.
- Use of additional resources to support learning
- Individual or group work
- A learning programme and activities that are specific to the child.
- A provision map that states how a child is supported with what resources are required to enable successful delivering of the support
- The school has many options to enable your child to progress in his/her learning. A range of the activities and intervention programmes.
- If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services then the SENCO or Inclusion Manager will talk to you about this and seek your permission to proceed. The Inclusion Manager or SENCO then becomes the lead person for working with outside services, supporting you and keeping you, and everybody in the team around your child, informed of key events and information.

3. How will the curriculum be matched to my child's needs?

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. Your child is then able to learn at his/her own level and make the

progress he/she needs to make. Children learn in different ways so different learning styles are recognised and included in teaching. Multi-Sensory methods are often used.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In the classroom or outside;
- By a teacher or teaching assistant who has been trained to run these groups;
- By a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through a Support Plan or an Education, Health and Care Plan (EHCP) – also known as a 'My Plan' in Wiltshire. This means your child will have been identified as needing a particularly high level of individual or small group support and agreed by the Wiltshire SEND Team.

4. How will I know how my child is doing and how will you help me to support my child's learning?

We look forward to working with you to help your child. We will talk to you about how we help your child. Some of this will be written down on the education plan. We like to hear what works for your child and we will make suggestions as to how you can help too.

These are some of the ways we communicate; the most important thing is for you to talk to the class teacher if you are concerned.

- Informal conversations between parent/carers with the teacher
- Discussions around the child's individual learning needs and provision in place
- Formal parent/teacher interviews at least twice a year. Discussions around how to support and help your child at home. Opportunity to meet your child's new teacher at the end of the year.
- All children with an EHCP will have an Annual Review once a year, parents are able to request an interim Annual Review of an EHCP.
- Formal parent/teacher interviews twice a year. During this, discussions will take place around how to support and help your child at home. The school will raise any concerns with parents and we ask that you share any concerns or worries that you may have.
- During parent/teacher interviews, provision maps will be shared with parents and parents will be able to contribute additional information. This will happen twice a year or more frequently where appropriate.
- A written report is sent home once a year, this will have information on progress and attainment. Parents are asked to meet with the class teacher or the SENCO if they would like to discuss their child's report.
- Conversations with parent/teacher/school
- Home school diaries/informal reporting as required
- School website with helpful links and strategies to support your child's learning

5. What support will there be for my child's/young person's overall well-being?

We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies. Continuous care, support and guidance in class and around school may also include:

- PSHE curriculum
- Fully inclusive school where every child matters
- Whole school well-being curriculum
- Enrichment activities (Clubs and activities to broaden life experience, for example Sports and Music)
- Medical care plans/ personal care plans
- ELSA & Children's Counselling

- Some staff are trained in Mental Health First Aid
- A number of staff are trained in First Aid who cover all areas of the school, all ages of children and the whole school day.
- Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.
- Buddy / Pastoral care / Thrive

6. What specialist services and expertise are available at or accessed by the school?

- SENCO
- 1:1 Counselling Sessions
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- Cognition and Learning Advisory Teachers
- ASD Advisory Teachers
- Visual impairment advisory services
- Hearing impairment advisory services
- Advisory Teacher for Physical Disabilities
- CAMHS
- Assistive technology Service
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SENDIAS Parent Partnership
- MASH (Multi Agency Support Hub)
- Early Help Hub
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team
- Education Welfare Officer
- SEMH support (Social, Emotional and Mental Health Support)
- Young Carers
- Children's Centre
- Wiltshire Parent Carer Council

7. What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?

All details about handling complaints can be found within the school Complaints Policy which is on the school website.

8. What training are the staff supporting children with SEND had or are having?

All staff have access to CPD, we have a rolling programme of training and support for staff, based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans is organised as needed.

Many of our staff have undertaken specialist training, this includes:

Training programme	When / Time	Who
CP training and Safeguarding	Yearly updates	All Staff
Paediatric First Aid	3 Year review for fully trained staff	10 Members of staff split across both key stages
Emergency First aid at work training	3 Year review for fully trained staff	17 members of staff across the school
Thrive Practitioner Training	January 2020 with yearly updates	2 Members of staff – 1 Teacher & Inclusion Manager
Implementing Thrive into Senior Management Training	October 2019 over 2 full days	Deputy Head Teacher
Introducing Thrive into school	October 2019	Head Teacher, SENCO and ELSA
Thrive whole school training	November 2020	All staff
Five to Thrive	January 2020 September 2023	Family Support Worker All Nursery staff
Team teach positive handling	Reviewed every 3 years 6 hour course	20 members of staff includes teachers and TAs
NASENCO – National Award for SEN Co-Ordination	2018-2020 Two year course	SENCO
De-escalation Training	Sept 2020	All TA's & ECT's
Insulin, epi-pen, stoma and any other relevant medical training	Annual updates	All staff
Epilepsy awareness training	September 2023	1 teacher 3 TA's
ACES – Adverse childhood experiences & early trauma	October 2023	SLT, 4 Teachers All TA's
Dyslexia Friendly Schools training & Implementation	2020 - 22	SENCO, Inclusion Manager, all Teachers and TA's
Level 2 Certificate in Understanding Autism	2018-2022	Three teachers and six TA's
Level 2 Certificate in Understanding Behaviour that Challenges	2020-2022	Three teacher's and six TA's
Level 2 Certificate in Understanding Specific Learning Difficulties	2020-2022	One Teacher and one TA
Level 2 Certificate in Understanding and supporting Children &	2019-2022	Four Teacher, Inclusion manager and 7 TA's

Young People's Mental Health		
Level 3 Understanding Trauma	2020	FSW
Using Clicker to Support Literacy	Sept 2022	Teachers, SENCO & Inclusion Lead
Using Widget to support SEN	July 2022	All staff
Teaching Grammar to children with language disorders	September 2019	Two TA's
Supporting children with Speech and Language difficulties	December 2019	SENCO and One TA
Supporting Children and young people who self harm	March 2020	FSW and ELSA
Supporting children who have experienced Trauma	March 2020	FSW and ELSA
Precision Teaching	2019	Eight TA's
Understanding Youth Mental Health	2017	ELSA
Therapeutic Story Writing	2016	ELSA
Level 3 Supporting Speech and Language Difficulties in the classroom	2017	One TA
Understanding Speech & Language Targets	2017	All TAs
Emotional Literacy Support Assistant Training	2015	One TA (ELSA)
Delivering Narrative Therapy	2018	Two TA's

9. How will my child be included in activities outside the classroom including school trips?

All children at Zouch have an opportunity to be included in all extra-curricular activities. Activities are carefully planned and all staff, where appropriate, are asked to carry out a risk assessment to ensure that all persons are safe and fully able to participate.

10. How accessible is the school environment?

- We have a disability, accessibility action plan and policy that is available on request.
- FS1 and FS2, KS1 and KS2 are fully wheelchair accessible.
- We have two disabled toilets large enough to accommodate changing and showering.
- Visual timetables are used in all classrooms.
- We ensure that the learning environment is fully accessible and inclusive for all learners.

11. How will the school prepare and support my child to join the school or transfer to a new school?

- New Reception class children visit with their parents up to three times before their admission date.
- Reception and/or Nursery class teachers also visit the home of every new pupil who starts in the autumn.
- When children join from another primary school we receive transferred records and have meetings/ conference calls as needed.

- Before Y6 pupils move on to Secondary schools, transition meetings take place between our school and secondary colleagues and pupils are invited to visit their new schools. Extra visits may be arranged for pupils with Special Educational Needs.
- We recognise that transitions can be particularly difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. As 80% of our pupils come from military families we are very experienced in the transition of children. We have a Family Support Worker who can discuss any concerns or issues you or your child may have regarding moving. Military families can also contact the Children's Education Advisory Service (CEAS) particularly if you are being posted overseas www.ceas.mod.uk

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

12. How are the school's resources allocated and matched to children's special educational needs?

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be request to support higher needs children or children with Education Health and Care Plan. The Head Teacher and the SENCO/Inclusion manager will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP.

This may include access to:

- Additional resources
- Additional learning support
- Additional adult support
- Support from outside agencies

13. How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance and a personalised provision map will be developed.
- All class teachers meet with the Headteacher regularly during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.
- Additional assessments from outside services, such as an Educational Psychologist, Behaviour Support Specialist, Specialist Teacher for SEN or a Speech and Language Therapist, will help us decide what type of support and resources are needed.
- Some pupils will also have a School Based Plan (Non-Statutory My Plan) and these will be reviewed with you twice per year. Pupils with a Statement or EHCP (Statutory My Plan) will have an annual review.

Working together

The Family Support Worker holds a general coffee morning every term along with additional sessions for specific groups eg parents of SEN pupils or those who have English as an additional language. She also provides parenting classes and general support. All children share their views about the school in a yearly questionnaire. In addition, all children are able to read their annual report and give a written comment about their learning over the year.

14. Who can I contact for further information?

The class teacher is the first point of contact but parents are welcome to contact the SENCO, Inclusion Lead or Head Teacher directly about any concerns.

Useful contact details:

Head Teacher: Mrs Nina Johnson
admin@zouch.wilts.sch.uk
01980 842293

SENCO: Miss Sarah Pearce
admin@zouch.wilts.sch.uk
01980 842293

Inclusion Manager: Mrs Jackie Udale
admin@zouch.wilts.sch.uk
01980 842293

If you are considering applying for a place at Zouch Academy and your child has Special Educational Needs please telephone the Inclusion manager or SENCO to arrange a visit if you are able, where we can discuss your child's individual needs.

Other services that may help you if you are applying for a school place are:

Wiltshire School admissions:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions/admissiontoprimaryschool201415.htm>

Wiltshire SEND Team:

<http://www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm>

To be reviewed in September 2025