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## **Vale Primary Academy SEN Information Report – September 2015**

### **What types of Special Educational Needs are provided for at the Vale Primary Academy?**

Children may have needs and requirements which fall into specific areas and many children will have inter-related needs. These areas are:

- Communication & Interaction
- Cognition & Learning Needs
- Social, Emotional & Mental Health Needs
- Sensory & Physical Needs

Behavioural difficulties do not necessarily mean a child or young person has SEN and will not automatically lead to a pupil being registered as having SEN.

Decisions on the admission of pupils with a Statement of Special Educational Need/Education, Health and Care Plan - are made by the Local Authority.

The admission arrangements for pupils without a statement of Special Educational Needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with identified special educational needs.

### **How does the Vale Primary Academy identify and assess pupils with SEN?**

At the Vale Primary Academy we formally monitor the progress of all pupils six times a year to review their academic progress. We also use a range of additional assessments with some of the pupils at various points e.g. Y1 phonics screening, cognitive tests, reading age, National Curriculum assessments.

The purpose of these more detailed assessments is to understand what additional resources and different approaches could be required to enable the pupil to make better progress. Examples of extra support are Numicon and various reading writing and maths interventions, speech and language support and/or strategies within class such as visual timetables. Use of these support programmes will be shared with parents, put into the SEN Provision Map and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making specific special educational provision for the pupil which is additional and different to what is normally available.

Where progress is not sufficient, even if a specific special educational need has not been identified, we are able to put in place additional support to enable the pupil to catch up. Some pupils may continue to make inadequate progress, despite high-quality teaching and adult led small group work targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At the Vale Primary Academy we are experienced in effectively using a wide variety of appropriate assessment tools.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is indicated parents will be invited to meet with the school to review progress.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### **How does the Vale Primary Academy make provision for pupils with SEN?**

At the Vale Primary Academy we can make provision for most kinds of frequently occurring special educational need without an Education, Health and Care Plan, which will replace the current Statement of Special Educational Needs. For instance: dyslexia, dyspraxia, speech and communication needs, autistic spectrum conditions, mental and physical health needs, and learning and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently, but we can access training and advice so that these kinds of needs can be met.

The school currently has one child with a Statement of Special Educational Need/Education, Health and Care Plan.

### **How does the Vale Primary Academy know if provision for pupils with SEN is working?**

Every pupil in the school has their progress formally tracked six times per year. In addition to this, pupils with special educational needs may have more frequent relevant assessments. Using these it will be possible to see if pupils are increasing their level of skills in key identified areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

### **How does the Vale Primary Academy teach pupils with SEN?**

“Quality first teaching, differentiated for individual pupils, is the first step in responding to all pupils and to those who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality first teaching. The School will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, further supporting teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.” SEN Code of Practice (2014, 6.37)

## **How does the Vale Primary Academy ensure that pupils with SEN are engaged in all activities?**

At the Vale Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the governors will promptly action any adaptations to the environment as necessary.

All clubs, trips and activities offered to pupils at the Vale Primary Academy are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity and ensure the safety of all participants.