



# Valley Primary School



## Special Educational Needs and Disabilities (SEND) Information Report 2017 – 2018

CARE – LEARN

AIM HIGH – BE HONEST

WORK TOGETHER – ENJOY WHAT WE DO

LOOK AFTER WHAT WE HAVE – IMPROVE ON OUR PREVIOUS BEST



## Provision of SEND at Valley Primary School

Valley Primary School is an inclusive school and offers a range of provision to support children with different areas of SEND. The UK Government published a Special Educational Needs and Disabilities (SEND) Code of Practice (DfE:2015) identifying four broad areas of need:

- Communication and interaction
- Cognition and learning difficulties
- Social, mental and emotional health
- Sensory and/or physical needs

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.



# Contact Information



*Who should I contact to discuss the concerns or needs of my child?*

If you have concerns about your child, in the first instance, you should speak to your child's class teacher. He/she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND policy.

You may then be directed to the Special Educational Needs Coordinator (SENCO):

**Mrs Katie Bradley** Email: [senco@valley.bromley.sch.uk](mailto:senco@valley.bromley.sch.uk)

She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy. Please see the SEND policy on the schools website for more information.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the range and level of support offered to their child and included in reviewing how their child is doing
- Ensuring that parents are consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

**Head teacher: Mr Stephen Jackson** Email: [stephen.jackson@valley.bromley.sch.uk](mailto:stephen.jackson@valley.bromley.sch.uk)

He is responsible for the day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

**SEN Governor and Trustee: Mrs Helen Randell** Email: [helen.randell@valley.bromley.sch.uk](mailto:helen.randell@valley.bromley.sch.uk)

She is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.



# Identification of Pupils with Special Educational Needs



*How are pupils with Special Educational Needs identified?  
How are the needs of Special Educational Needs pupils assessed?  
How will I know about the support and progress of my child?  
Will my child have the opportunity to share their views?*

While we identify needs under main areas, using observation, assessment and/or diagnoses, it is important to understand that each child is individual and the way in which their needs present and impact on their development and self-esteem will be unique.

On-going monitoring takes place by class teachers to identify pupils who are not making enough progress or who have behaviour needs that are affecting their ability to engage in learning activities. The class teacher will also meet parents on a termly basis at Parent's Evenings to discuss children's individual needs, support and progress.

After discussions with key staff and parent's, and if your child meets specified criteria, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

Any additional support is documented in a Class Provision Map and/or an Individual Provision Map (costed), Pupil Resource Agreement (PRA), Education Health and Care Plan (EHCP) or Behaviour Support Programme. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. Pupils also have the opportunity to review the support they are given by completing a pupil questionnaire (Pupil Voice). The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include a referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and guidance in the Banded funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented based on information and views from parents, pupils, the school's Educational Psychologist as well as other professionals.

We pride ourselves on building positive relationships with parents and welcome your support in building a team around your child.



# Supporting Pupils with Transition



*How will the school help my child move to a new class / year group or to a different school?*

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

## **When moving to another school:**

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- We will ensure that all records are passed on as soon as possible.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings. A familiar member of staff will accompany in order to ease transition.

## **When moving classes in school:**

- An information sharing meeting will take place with the new teacher
- A transition booklet is made and shared with the child, parents and new staff
- Opportunities to visit the new class / teacher
- Resources move with the child e.g. now/next board, sloped writing boards etc.

## **In year 6-7 transition**

- The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support that has had the most impact.
- In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan that may include more visits to the new school and/or additional visits from the new school.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings. A familiar member of staff will accompany in order to ease transition.
- Buddy/Mentoring Service is available for identified vulnerable children



# The approach to teaching pupils with Special Educational Needs



*How will teaching be adapted to meet the needs of my child?  
How will the curriculum be adapted to meet the needs of my child?  
How will the learning environment be adapted to meet the needs of my child?  
What additional support is available for my child?*

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Personalised daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; give more help and support to certain pupils in the class and set open ended tasks and allow pupil response at different levels. Teachers ensure that a variety of learning styles (visual, auditory, kinaesthetic) are catered for. Kinaesthetic resources are used such as Numicon, multilink, puppets, story sacks, iPads.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Split input method is used across English and Maths to ensure that all groups of children are moved on in their learning at appropriate points ensuring children make accelerated progress.

Support staff are used effectively to give individualised and whole group support. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

A range of resources and aids are accessible for all pupils to support them with their learning including now/next boards, use of headphones, private work stations, sand timers, fiddle toys, movement cushions/wedge, writing slope, individual visual timetables.

We also have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs.

## **Access to learning and the curriculum**

Pupils may have access to learning support staff in:

- Core subjects
- Other curriculum areas
- Small groups in and out of class

Strategies/programmes to support Speech and Language:

- Speech and Language therapist advice disseminated to and followed by Teaching Assistants or Individual Support Assistants
- Specific differentiation or modification of resources e.g. symbols; practical hands on activities
- Speaking and Listening groups

Strategies to support/develop English:

- Focused reading sessions with groups or paired reading
- Small group reading programmes
- Access to structures programmes e.g. Elite, Project X Code, Catch up reading programme
- Small group to develop phonics, spelling; extend/enrichment writing; hand writing skills (Funky Fingers), Toe by Toe programme.

Strategies to support/develop Mathematics:

- Small group intervention programmes – booster groups;
- Access to specialist teacher
- Ability setting in some year groups

Provision to facilitate/support access to the curriculum:

- Additional support from a Teaching Assistant or Individual Support Assistant
- Differentiation or modification of resources

Strategies/support to develop independent learning:

- Mentoring by peers, support staff or teaching staff
- Home-link diaries
- Alternative recording methods

### **Tests and Examinations: Access Arrangements**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of National tests e.g. Key Stage 2 SATS (movement breaks, 1:1 reader, extra time).



## **Expertise and Training**

*How skilled are staff in meeting the needs of my child?*



An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and enable them to support children with Special Educational Needs. Expertise and training for all staff is also available through the Multi Academy Trust – Connect Schools Academy Trust (CSAT).

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with SEND. Our SENCO is also working towards the SENCO Accreditation Award which is due to be completed in April 2018.

If your child presents to us with a need that we have not encountered before, we will seek advice and training. We also value your knowledge and experience as parents to help us support your child in having the most positive learning experience at Valley.

We also have staff with specialised expertise and/or qualifications in school including:

- Accredited Training for Pupils with ASD
- Inclusion Development Programme - ASD
- Dyspraxia; Gross and fine motor skills difficulties – Funky Fingers and Sensory Circuits
- Makaton signing and symbols
- Vision and Hearing Impairment
- Behaviour Management
- Counselling
- Certified Play Therapist (PTUK) and PG Diploma (Play Therapy)
- Elite Literacy programme and Catch Up Reading and Maths programmes
- Moderate, Severe and Complex Learning Difficulties
- Speech & Language



# Equipment and Facilities



*What equipment and facilities will you use to support my child?  
How will you secure this?*

If your child needs particular equipment or facilities provided for them, a request will be made to the appropriate agency to secure funding for this.

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice from professionals disseminated and followed e.g. sensory circuits, exercises, touch typing
- Purchase and use of any recommended equipment and resources e.g. wobble boards, gym balls

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis to access the curriculum i.e. Soundfield System



# Effectiveness of the Provision



*How will you assess the impact and effectiveness of the provision being provided for my child?  
What if the provision is not working?*

*Who do I talk to if I am unhappy with my child's support or progress?*

We will continually assess the impact that the provision is having on your child through a number of ways in order to ensure your child is making progress in their learning.

- Learning walks – class, group interventions and 1:1 support
- Observation evidence – class and intervention group and 1:1 support
- Book looks – evidence in books showing progress
- Class Provision Maps – These outline all the interventions supporting the children in each class and have been introduced this academic year. It will detail the interventions taking place, set achievable targets and record the outcome so that the effectiveness of the intervention can be measured.
- Review meetings
- Pupil progress meetings

Planning, assessment, evaluation and next steps:

- Collation of Class Provision Maps – half termly analysis and review
- Individual Provision Maps – termly analysis and review
- Classroom Monitor – pupil tracking system
- Intervention programmes – analysis of progress towards targets
- Fisher Family Trust data analysis
- ASP (Analyse School Performance) data analysis

Interventions/provision put in place do not suit everyone and sometimes we need to try a few different approaches before we find the one that works best for your child. If you are unhappy with your child's support or progress, please speak with the Class Teacher and/or SENCO. If you have a complaint, please go to the school's website, Policy Section, Complaints Procedures.



# Support for Social, Emotional and Mental Health (SEMH)



The social, emotional and mental health of the children at our school is of utmost importance. The support given to children includes:

- Personal, Social and Health Education (PSHE) where lessons are taught weekly covering a range of topics.
- Assemblies focusing on British Values such as democracy, respect, tolerance, hope and aspiration
- Visitors and organisations such as NSPCC are invited in to school to deliver workshops with the children
- Annual anti-bullying week

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Small group programmes e.g. Social Skills; Lego Club
- Rainbow Club and Lunch Time Club – playtime support
- Mentoring
- Listening to children's views
- Regular "celebration of success " opportunities
- Play Therapy

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Transition support, visits and events
- Reduced or modified time-table
- Mindfulness Training
- Mentoring
- Friendship Ambassadors
- Regular contact and liaison with parents
- Play Therapy

Strategies to support / modify behaviour:

- School reward and sanctions as set out in the School Behaviour Policy
- Individualised Behaviour Programme

Support/supervision at unstructured times of the day including personal care:

- Break time and Lunch time support
- Trained staff supervising during break times

Measures to prevent bullying:

We will not tolerate bullying of any type and if you feel your child is being bullied please refer to the school policy on bullying which can be found on the school website.

We also have relationships with external charities such as British Red Cross and Unicef as well as agencies such as Bromley Wellbeing who can offer services of support and guidance.



# Support Services



*What support from outside agencies does the school use to support my child?*

The school works with a number of external agencies to seek advice and support to ensure the needs of all children are fully understood and met. These include:

- **Educational Psychology Service:** The school's Educational Psychologist is: Juliet Cygelski. Juliet completes assessments of children's cognitive abilities, carries out observations, meets with staff and parents and provides advice to the school.
- **Social Communication Team:** A member of the team visits the school to observe and provide advice to the school and parents.
- **Sensory Support Service:** The Sensory Support Team (Visual and Hearing Impairment) visit regularly to observe children and advise staff on strategies and resources to support access and inclusion.
- **Speech and Language Therapy:** The school makes referrals to the Speech and Language Therapy Service as required and implements any recommendations following specialist assessment.
- **School Nurse:** Offers medical advice.
- **Occupational Therapy/Physiotherapy:** The school makes referrals to the Occupational Therapy/Physiotherapy Service as needed. Advice on suitable resources and strategies are provided for home and school
- **Paediatric Services:** Referrals are made when appropriate after full discussion with the parents
- **CAMHS (Child and Adolescent Mental Health Service):** Referrals are made when appropriate after full discussion with the parents
- **Parent Partnership Service:** This service offers impartial, confidential information advice and support for parents/carers of children with special educational needs.  
[http://www.bromley.gov.uk/downloads/file/1570/ppcs\\_information\\_leaflet](http://www.bromley.gov.uk/downloads/file/1570/ppcs_information_leaflet)
- **Support for Children Looked After (CLA):** The school Family Worker, Wendy Anderson, works with the allocated Social Worker and Virtual Headteacher to oversee and monitor provision for children who are in care of the Local Authority.
- **Voluntary Agencies including:**

**Dyslexia Association of Bexley, Bromley, Greenwich and Lewisham** – Provide information and support for families with a child who has Dyslexia.

<http://dyslexiawise.co.uk>

**MENCAP** – They offer independent, impartial, confidential advice and support for parents/carers.

<https://www.bromleymencap.org.uk>

**Bromley Parent Voice** - We also work with Bromley Parent Voice who are a charity working in partnership with providers to give families a voice.

<http://www.bromleyparentvoice.org.uk>



**Bromley Parent Voice**



# The Local Offer

*What is the Local Authority (LA) Local Offer?*



Local Authorities and schools are required to publish and keep under review information about services that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged 0-25. This is called the 'Local Offer'. The intention of the Local Offer is to be a valuable resource in sharing the local services and provision available to families.

You can access the Bromley Local Offer at the following web address:

<https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>

