

VALLEY PARK PRIMARY SCHOOL

Special Educational Needs and Disability Information Report

The purpose of this information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs, and/or disabilities (SEND).

All Mercia Trust schools have a similar approach to meeting the needs of Special Educational Needs, to ensure that all pupils are supported regardless of their specific needs and make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of Special Educational Needs and Disabilities being met in a mainstream school.

AIMS OF OUR PROVISION IN REGARDS TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY ARE:

- ✓ To make reasonable adjustments for those with a disability to increase access to the curriculum, the environment and to printed information for all.
- ✓ To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- ✓ To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- ✓ To use our best endeavours to secure special educational provision for pupils for who this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need.

The four 'broad areas of need' are Communication and Interaction, Cognitive and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

- ✓ To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- ✓ To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- ✓ To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals.
- ✓ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a professional approach to meeting the needs of vulnerable learners.

What are special educational needs or a disability? (SEND)

At our school we use the definition for SEN from the SEND Code of Practice (2014)

This states:

- *A child or young person has special educational needs if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her.*
- A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**
- Special education provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.
- **Disability;** Many children and young people who have SEN may have a disability under Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to make.

A glossary of the most frequently used SEND terms is available at the end of the document.

WHAT IS THE LOCAL OFFER?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the ‘Local Offer’.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The LA Local Offer is available on the Sheffield’s website through the link:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>



Who are the best people in the school to talk to about my child’s difficulties with learning/special educational needs and/or disabilities?

With initial concerns your child’s class teacher is your first point of call.

The named SENDCo for the school is the Director for Inclusion for the Trust. Mrs Jessica Stevenson she works Monday and Friday’s at Valley Park

In her absence the school Head of Inclusion should be contacted – Miss Hannah Baird.

The head of Inclusion and Director of Inclusion are jointly responsible for the following.

1. Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
2. Ensuring that you as a parent or carer are:
 - i. involved in supporting your child’s learning.
 - ii. kept informed about the support your child is receiving
 - iii. involved in reviewing your child’s progress.

3. Liaising with the outside agencies, who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
 4. Updating the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
 5. Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve their best possible progress.
1. The strategic vision of SEND and inclusion across the school.
 2. Leading the educational development of the school and ensuring that each student's educational programme meets their individual needs.
 3. Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.

The **Governing Body SEN Governor: ???????**

Responsible for:

1. Making sure that the necessary support is made for any child, who attends the school who has SEND.
2. Ratifying the SEND policy annually.

What support is available for my child with SEND?

- + Quality first teaching by class teacher

For your child this would mean:

- + The teacher has the highest possible expectations.
- + All teaching is based upon building on what your child already knows, can do and can understand.
- + Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class.
- + Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn.
- + Progress is formally assessed and recorded at regular times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed.
- + Some additional individual or small group support may take place, either in the classroom during class time, or outside of whole-class learning.

Targeted Support

1. These may be run in the classroom or in sessions outside of whole class learning.
2. They may be delivered by a Teacher, a Teaching Assistant (TA), and a Higher Level Teaching Assistant (HLTA) who has had specific training to run these groups.
3. We have an afternoon Nurture Group which supports children with behavioural or emotional needs. This is co-ordinated and run by our Learning Mentor.
4. Children will engage in group or individual sessions with specific targets to help them to make progress.
5. All interventions are planned under the guidance of the SENCo/Inclusion Team and class teachers are kept informed.
6. All interventions are monitored and reviewed by the SENCo/Inclusion Team.
7. Parents will be informed when their child is accessing an intervention and of the progress that the child has made.

Specialist groups run by outside agencies: (Targeted Support)

This may be from Local Authority central services such as:

1. Service for Deaf and Hearing Impairment
2. Service for Visual Impairment (VI)
3. Speech and Language Therapy service (NHS service) (SALT)
4. Sheffield Educational Psychology service
5. Occupational Therapy
6. Children with a diagnosis of Autistic Spectrum Disorder (ASD) may receive support from the ASD Outreach Team
7. Fusion school outreach

For your child this would mean:

- ❖ You will be asked to give your permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist, Learning Support or Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively.
- ❖ The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - i. Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better.
 - ii. Setting clear targets which will be reviewed and used to evaluate progress.
 - iii. Running an intervention group led by school staff under the guidance of the outside professional.
 - iv. Running an intervention group or individual work directly with the outside professional. If a child does not respond to the above support and to interventions over time, they may be supported through a My Plan.
This document will outline the child's needs, and targets will be set.
- The child's and parent's view will be included in this document
- The school will work alongside external agencies, using the graduated approach of 'Plan, Do, Assess, and Review'.

Specified Individual support (Specialist Support)

1. This is provided for children via an Education Health and Care Plan (EHCP).
 2. EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are requiring support beyond what a school would typically expect. The EHC Plan may outline the number of hours of individual or small group support your child will receive, and how the support should be used. The decision to award an EHCP comes from the LA SEND department panel.
 3. An individualised curriculum where appropriate will be put into place.
- Children will continue to receive
 - i. Quality First Teaching
 - ii. Targeted Interventions
 - iii. Support from outside agencies

How will we support your child with identified SEND?

- If you are new to the school with an already identified SEN or a suspicion of one you will be invited to visit the school with your child to have a look around and meet the SENCo.
- You will also be invited to a meeting at least three times a year in which details of about Special Educational needs are discussed, and in which you can ask questions relating to the school. This could be with the SENCo, inclusion team or your child's class teacher.
- If other professionals or outside agencies are involved in supporting your child, a Multi-Agency Team (MAT) meeting may be held to discuss your child's needs and to share strategies that are used.
- We may suggest adaptations for a transition period to help your child to settle more easily.
- The staff will closely monitor the progress the child makes and discuss this with you.

How can I let my child's school know if I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If the class teacher requires additional advice or support, they will contact the SENCo/inclusion team and a meeting will be set up.

How else may a child be identified as having a specific SEND learning difficulty?

- The teacher continually assesses the needs of all children in their class
- Every child is formally assessed several times per year.
- Pupil Progress Meetings are held three times a year with teaching staff and the Senior Leadership Team. We discuss the progress of all children and identify any children who are not making their best possible progress.
- If parents have a concern about a child's learning or development they can also request a meeting to discuss possible identification, support and intervention of their child's needs.
- If your child is identified as having potential SEND, the school will set up a meeting to discuss this with you in more detail.
- Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have. They will discuss their concerns and your concerns with the SENCo in order to identify the support that school can offer.
- The school may suggest that your child needs some agreed individualised support in school.
- A meeting will be set up with the SENCo and parents/carers, who will discuss the support and how we can work together.
- If further investigation is needed or involvement of an outside agency, a meeting will be set with the SENCo who will discuss the next steps with you.
- The SENCo monitors progress of children and liaises with class teachers. Interventions are then planned and set for the children. These are reviewed and if a child has not responded to the intervention, we will speak to the parents. A meeting will then be set with the parents and the SENCo and referrals to relevant outside agencies may be made.
- If a child continually requires a significant amount of support and does not respond to interventions and support from outside agencies a My Plan may be completed, with involvement from the child, parents/guardians and other professionals.
- If after review it may be seen as necessary to apply for an ECHP. This will be done with the full involvement of the child, parents/guardians and external professionals.
- Children can also be identified as having a Special educational Need or disability through external agencies such as the NHS and the school will liaise with them as necessary

How are the staff at Valley Park supported and trained to work with children with SEND?

- As part of the Inclusion team's professional development they work with the Locality SENCOs and attends SENCo briefings to ensure practice in school is up to date and relevant
- The Director of Inclusion for the trust works across all the school to make sure that best practice is shared.
- The team will support the class teacher in planning for children with SEND.
- A programme of staff training is set in the school. This may take place during INSET days, or it may occur for specific groups of teachers or teaching assistants, during the term. It may focus on specific areas of need such as SALT, ASD etc.
- Individual teachers and support staff attend CPD training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the ASD Outreach service, SALT service or medical/health training to support staff in implementing care plans.
- Individual training for an identified staff member may be put onto place, linked with the needs of an individual child with SEND.
- Training needs may be identified through the school's rigorous performance management process.

Over the last year school staff have received a range of training at three levels; awareness, enhanced and specialist.

Whole school:

- How to support pupils with Nurture
- How to support pupils with attachment
- How to support pupils with behaviour difficulties
- How to support pupils with speech, language and communication difficulties

Identified staff:

- Autism (ASD)
- VIP (speech and language)
- Specific Speech and Language for individual needs
- Legotherapy
- Phonics – Read Write Inc
- Social stories/power cards
- Nurture Group training

Specialist training:

- The school has regular visits from Speech and Language Specialists – Teaching Assistants are trained to deliver specialised programmes.
- The school has regular visits from Learning Support Specialists – reports are provided and any training that is needed is delivered directly to the staff involved/SENCo
- The school has visits from Educational Psychologist who works with staff/SENCo to support identified individuals.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences
- Trained support staff can implement the teachers modified/adapted planning.

- Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners.
- Teaching will include any targets or suggestions made by outside agencies, when appropriate.

How will the Pupil Voice be heard?

- all children on the SEN register will be involved in completing a One Page Profile. This will give the opportunity to explain their likes/dislikes, things/people that help them at school and their ambitions for the future.
- They will also be invited to any meetings regarding their provision that parents feel are appropriate.

How will the Parents Voice be heard?

- Regular termly drop-in sessions will be held.
- Meetings will be set up with the class teacher/SENCo to review provision and this will be added to Plan Do Reviews for children that require them

How does Valley Park develop children's' social emotional skills?

- 1.Aspects of personal, social and emotional development includes; making relationships, self-confidence and self-awareness, and managing feelings and behaviour. Class Dojo plays an important part in this
- Social and emotional skills are important for good mental health and wellbeing, learning, motivation to achieve and cooperate, and the development of values.
- Through staffs responsive, warm and trusting relationships with children, staff nurture children's social and emotional skills development including using Class dojos for respect.
- Staff use intentional teaching and make the most of spontaneous opportunities, children's social and emotional learning is enhanced.
- Through Philosophy for Children and REP curriculum children learn directly about wider issues and to develop empathy.
- Through adult led and child-initiated activities children develop skills to;
 - Play co-operatively and take account of one another's ideas about how to organise their activities;
 - Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children;
 - Become confident to try new activities and speak in familiar group, talking about their ideas;
 - Talk about their own and others feelings, behaviour, and its consequences, and know that some behaviour is unacceptable;
 - Work as part of a group or class, and understand and follow the rules;
 - Adjust their behaviour to different situations, and take changes of routine in their stride.

How does Valley Park enable children with SEN and/or Disability to engage in all our activities?

Pupils with medical needs will have;

- detailed care plans are compiled with support from the school nurse/specialist nurse and in consultation with parents or carers.
- On-going training is delivered by an appropriate health professional e.g. diabetic nurse, cystic fibrosis nurse, epilepsy nurse.
- Where necessary and in agreement with parents/cares and health professionals medicines can be administered in school. A signed medicine consent form is required to be signed.

We have a number of key persons in school who have first aid training.

Additional adults will be assigned to activities to add capacity if needed.

Including all children in activities outside the classroom, including school trips.

Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required then a parent/carer may be asked to accompany their child.

Is Valley Park physically accessible to children with SEND?

- The school is on one level, has a disabled toilet and wide doors into and around the building.
- Disabled parking spot marked and located next to the school reception
- The school provide space for the identified needs for children. e.g. workstations for children with ASD.
- We have an “anticipatory” duty of care and work closely with health and educational professionals, parents/carers to accommodate a pupils needs and ensure a smooth transition to our school.
- A nurture room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.

How does Valley Park measure my child’s progress and how will I know?

- Your child’s progress is continually monitored by his/her class teacher
- Their progress is reviewed formally several times per year.
- Parent consultations are held three times per year and your child’s targets will be then shared with you.
- Formal end of year reports are provided.
- Interventions are reviewed termly
- If your child has a Plan Do Review support plan, we will review and set targets up to three times per year.
- If you child has an EHC plan or a statement, their progress of children with an EHC Plan or statement is formally reviewed at an Annual Review with all adults and young person as appropriate, who are
- involved with your child’s education.

How will Valley Park support my SEND child when they are leaving this school, or when moving on to another class (transition)?

If your child is moving to another school:

- A planned transition programme will be put into place for pupils which provides a number of opportunities for pupils and parents to meet staff in the new school. Child profiles, SEND Grids and My Plans will be shared at this time as well as any reports from external agencies.
- Parents will be encouraged to consider options for the next phase of education and will involve reports/meetings with outside agencies, as appropriate.
- We will make sure that all records about your child are passed on as soon as possible
- The SENCo's from both schools will meet to discuss the needs of the pupils with SEN in order to ensure a smooth transition.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher
- If your child would benefit from having a transition booklet, which outlines what to expect in their new class, this will be arranged for them.
- Before the class move there is time dedicated to getting to know their new class teacher.

In Year 6:

- If your child has a statement/EHC plan, the SENCO from the secondary school will be invited to attend the annual review or a transition meeting
- We will run transition sessions for your child to attend, which will support their understanding of transitions and any changes ahead
- Where possible your child will visit their new school and in many cases staff.

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

- The school receives funding to respond to the needs of SEND
- The funding is used to provide the equipment and facilities to support pupils with SEND and might include:
 - Targeted differentiation to increase access to text (extra copies of books, ICT software, different recording strategies etc.
 - In class, adult or peer support aimed at increasing skills in specific areas of weakness.
 - Out of class support through interventions, nurture room etc.
 - Specific support, through external agencies, equipment etc.
 - Small group tuition
 - Partnership working on site and off site
 - Access to targeted before/after school clubs
 - Access to learning mentors
 - Access to school nurse and wider health professionals
 - Implementation of strategies from support agencies

Complaints

In the unfortunate event that any parent/carer of a child with SEND is dissatisfied with the provision made at school and wishes to make a complaint,

As parents are involved throughout the implementation of SEN provision, it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENDCo investigates and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with an appropriate member of the Senior Leadership Team will be made.
3. If still not satisfied, an appointment with the governor with responsibility for SEND and the Chair of Governors will be made
4. If the problem is unresolved, the parent may contact the Local Authority about the matter
5. At any time the parent may seek help from the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) (see below)

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet available “Resolution of Disagreements” to help parents and staff to follow codes of good practice in resolving disputes.

A glossary of the most used SEND terms

ADHD	Attention Deficit, Hyperactivity Disorder	ADD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder	EP	Educational Psychologist
SEMH	Social, Emotional, Mental Health	OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Service	HI	Hearing Impaired
SEND	Special Educational Needs and/or Disability	VI	Visual Impaired
SENCo	Special Educational Needs Co-ordinator	LEA	Local Education Authority
SALT	Speech and Language Team	MLD	Moderate Learning Difficulties

Contacting us:



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