

*School*

*Valley End Church of*



*England (Voluntary Controlled) Infant*

***A Caring, Christian, Learning Community.***

SEND Information Report

FGB 2

**February 2020**

Headteacher:

Mr. Richard Mead

Special Educational Needs and Disabilities coordinator (SENdCO):

Mrs. Louise Caldwell

SENd Governor:

Mrs. Caroline Nickson

Contact Information:

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Designated Safeguarding Lead (DSL)

Mr. Richard Mead

Deputy DSLs:

Mrs. Nina Newington / Mrs. Lisa Youle

## **Introduction**

Valley End C of E (VC) Infant School is an inclusive mainstream infant school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). In addition, we make reasonable adjustments to our practices to comply with the Equality Act (2010).

We believe that;

- All children should be valued and included regardless of their background, faith, beliefs, abilities, needs and behaviours
- All children are entitled to a broad and balanced curriculum which is adapted to meet their individual needs
- All teachers are teachers of children with special educational needs and disabilities (SENd)
- All children have the ability to learn and make progress when given the right opportunities and resources

## **Areas of Need**

The Special Needs Code of Practice (2014) defines 4 main areas of need which all teachers are aware of. They are trained to differentiate lessons to personalise learning experiences for pupils with difficulties that fall into these categories:

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

Valley End C of E school provides three waves of provision for pupils.

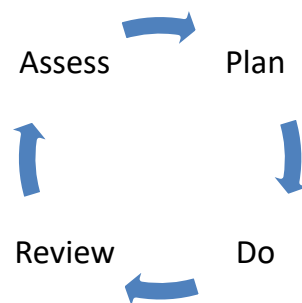
**Wave 1** – Quality first teaching for all pupils

**Wave 2** – Provision for some pupils who have been identified as needing extra support / intervention under one of the four areas of need

**Wave 3** – Provision for a few pupils who need specialised individualised support from outside agencies.

Further information about these ‘waves of support’ can be found on our website [www.valleyend.surrey.sch.uk](http://www.valleyend.surrey.sch.uk) under “About us” SENd. A paper copy can be requested through the school office.

Underpinning all provision in our school is the graduated approach cycle of:



This allows us to ensure that lessons are meeting the needs of all pupils and to make changes where appropriate to ensure all pupils are making progress and meeting their potential. This may involve putting into place intervention or involving outside agencies.

### **Further Information**

Listed below is further information on how Valley End C of E School identifies, provides for and communicates with parents of children with SEND. This information is presented in the form of frequently asked questions from a parents’ / carers’ point of view.

<b>How does the school know if children need extra help and what should I do if I</b>	
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<p><b>think my child may have special educational needs?</b></p>	<p>Valley End tracks the progress of all learners in core subjects every half term. Class teachers and senior leaders regularly monitor this progress and discuss individual children who are not making expected progress.</p> <p>In addition, summative assessment and teacher expertise and experience is used to help identify children who would benefit from some extra support. If children are identified the class teacher will discuss the nature of this support with parents/carers.</p> <p>We have an open dialogue with parents/carers and they are encouraged to express any concerns they have about their child's progress or attainment to the class teacher. The SENDco can attend these meetings if requested by the parent or teacher.</p>
<p><b>How will school staff support my child?</b></p>	<p>Once a need has been identified the class teacher will match relevant provision in order to support the child. This will be done in conjunction with parents /carers and the SENDco. Support may take the form of additional resources, a change in working environment or support from an adult on a 1:1 or small group basis.</p> <p>All provision is monitored and impact evaluated. If a child has made progress then the intervention will cease but children will continue to be monitored to ensure this progress continues. If little or no progress has been made then further individualised support will be put in place. Evaluation is shared with all stakeholders including parents /carers.</p> <p>The SEND Governor is kept informed and monitors provision and progress with the support of the SENDco and Headteacher.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>As part of our wave 1 provision we expect all teachers at Valley End to teach quality first teaching, which means that teaching standards are high and personalised for every child's needs. Differentiation is embedded in the</p>

	<p>culture of the school as we recognise all children are different, have different needs and learn in different ways in different parts of the curriculum. Staff are experienced in delivering the curriculum in a challenging way for all children taking account of their needs.</p> <p>Curriculum planning reflects the use of many differentiation strategies that teachers and support staff use to enable all children effective access.</p> <p>Children are grouped, sometimes by ability, according to subject area so that the curriculum is personalised. This includes planning for social and emotional development.</p> <p>We recognise that children learn from each other and that effective social interaction is a doorway to achievement.</p> <p>Regular year group meetings keep track of progress, curriculum coverage and enable fine tuning to ensure that all needs are met in all areas.</p> <p>Children with SENd are set challenging targets in line with all pupils at Valley End and expectations are high.</p>
<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>We share progress feedback with parents/carers formally three times a year: twice through individual parents meetings and once through the end of year school report.</p> <p>There is always an opportunity for parents to chat with the class teacher at the end of the school day-either informally or to book an appointment. The school may also initiate more contact to support the child and parents / carers.</p> <p>Parents of pupils identified as having an educational need will also be invited to additional meetings to discuss their individual targets on their pathway plans or Education Health Care Plans. Parents are involved at every stage of the additional support process and encouraged to partake in on-going dialogue.</p>

	<p>If appropriate they will meet outside agency professionals as well as the school team and have opportunities to discuss progress in depth.</p> <p>We signpost parents to the local Children’s Centre and to support groups.</p> <p>We support parents to be their children’s leaders of learning in partnership, through parent workshops (such as mathematics and e-safety).</p> <p>The curriculum and its delivery by subject and Key Stage is available on the website <a href="http://www.valleyend.surrey.sch.uk">www.valleyend.surrey.sch.uk</a> and in the school prospectus.</p>
<p><b>What support will there be for my child’s overall well-being?</b></p>	<p>Valley End has an excellent standard of pastoral care and the Christian ethos of the school is embedded in all areas. Children feel safe at school, know there is an adult they can speak to if they have a problem and all staff encourage children to make the right choices and to be the best they can.</p> <p>All teachers receive regular ongoing training and all hold qualified teacher status. Support staff are well trained and have CPD opportunities.</p> <p>All staff are first aid trained and when a particular medical need is identified whole school training is organised with the school nurse or other organisation to support the child. All staff are made aware of children with specific needs and the strategies used to support.</p> <p>We have a trained Emotional Literacy Support Assistant (ELSA) who works with children identified by class teachers on specified well-being targets.</p> <p>The Personal Social Health Education (PSHE) curriculum delivers life skills such as self-care skills, for example washing hands or safe play, healthy eating, exercise and citizenship.</p> <p>All children have a hot meal and the kitchen provides alternatives for children with needs and allergies in line, where necessary, with a School Care Plan, which details individual needs with regard to diet. Attendance and lateness is closely monitored and we take appropriate action to ensure all children attend school on a regular basis.</p>

<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Some of our staff have received specialist training to support children with a particular need. As part of our continual professional development staff are given opportunities to enhance and update their skills.</p> <p>We have access to many outside agencies and have an attached Education Psychologist, Behaviour support specialist and Language and literacy support specialist. In addition. We can access many other services, for example, the Sensory support team, occupational therapy team and Child and Adolescent Mental Health Services (CAHMS) through a referral system. During the last year we have worked with all of these agencies along with specialist nurses, the physiotherapy team, a physical and sensory support worker, the hearing impairment service and safe handling teams.</p> <p>If an outside agency is involved we work in partnership with them to ensure that all pupils are able to access the curriculum and make progress in line with their peers.</p> <p>We have a fully trained and supported emotional literacy support assistant (ELSA) in school. They work 1:1 and in small groups with pupils who need emotional support to help with a large range of needs.</p>
<p><b>What training do the staff who support children and young people with SEND have?</b></p> <p><b>What training have the staff who support children and young people with SEND had?</b></p>	<p>The special needs and disability co-ordinator is a qualified teacher and holds the National SENDco accreditation. SEND is a regular item on Senior Leadership Team / Staff meeting agendas.</p> <p>The SEND Governor works alongside the SENDco to monitor the support provided in school and the progress made by pupils on the SEN register. All governors take part in annual update safeguarding training.</p> <p>All staff have annual safeguarding training, with the Designated Safeguarding Lead (DSLs) updating with the statutory 2 yearly refreshers and termly network meetings. All staff have had Prevent Duty and child sex</p>

	<p>exploitation training and in addition, the headteacher has attended Channel and Wrap training which has then been disseminated to staff.</p> <p>All staff have had Positive Touch Training and the staff supporting / running formal intervention programmes have had training via courses or in house.</p> <p>The SENdco attends half termly network meetings with SENdcos from the local area and representatives of the Local Authority. These meetings allow schools to share expertise and understanding. All relevant information/training is then cascaded to the Headteacher and staff at Valley End.</p> <p>All staff have access to outreach courses facilitated by a local Special Needs School.</p> <p>The acquisition of new skills to support children is considered important and this is included in our professional development programme for all staff.</p> <p>Should a particular skill be needed to support a child (as recommended by a specialist) then appropriate training would be given to a member of staff.</p>
<p><b>How will my child be included in activities outside the classroom including school trips?</b></p>	<p>Our policy of inclusion promotes the involvement of all children in all activities. Activities are sometimes differentiated to meet needs but nevertheless full participation is undertaken by all, for example participation in plays, school trips and sports day.</p> <p>When organising school visits staff carry out a comprehensive risk assessment. We adhere to all adult to child ratios and will take extra adults if this is deemed necessary for a particular activity or to support an individual child on a 1:1 basis.</p> <p>If appropriate we consult parents in the planning process and include them in any decisions about the needs of their child.</p>
<p><b>How accessible is the school environment?</b></p>	<p>We have an accessibility plan which is reviewed annually by the Senior Leadership Team and agreed by governors. The plan is published on the school website and paper copies can be requested through the school office.</p>



	<p>All areas of the school building are accessible to visitors by wheelchair including all areas of the playground. We have disabled toilet facilities and all areas of the school are well lit. Handrails are available on all sets of steps. Each classroom has a sound field system to enable all children to hear the teacher regardless of where they are in the room.</p> <p>We recognise that some disabilities require a child to expend more effort and necessarily will need more time to complete tasks.</p> <p>The school welcomes pupils and carers whose first language is not English. Support is given to those individuals to ensure they are able to access information appropriately where necessary.</p> <p>When pupils with a specific individual need attend the school we meet the parents to determine the best resources and environment for their child. Any adaptations to the classroom and curriculum would then be applied if this is deemed appropriate.</p>
<p><b>How will the school prepare and support my child when they join the school, transfer to a new school or the next stage of education and life?</b></p>	<p>As soon as we know a child with SEND is to be admitted we plan a bespoke induction process. We – the SENDco, class teacher, pre-school leader - meet with parents/carers and take delivery of any accompanying paperwork. For SEND children we create a bespoke induction process to ensure all needs are met and that transition is as seamless as possible. We liaise with health care providers and set up a multi-agency meeting as soon as possible in order to write a pathway plan.</p> <p>On transfer to junior school, another bespoke programme is created including extra induction in the receiving school, visits to school from Year 3 staff and information handover takes place depending on type and level of need.</p> <p>All Year 2 children celebrate change and looking forward to their next steps in a Leavers Assembly with parents/carers.</p>

	<p>If possible a member of Senior Leadership Team or year 2 team visits the feeder schools where clusters of children go in the Autumn term to see them and ask them and the staff if they have transferred well and if there is anything they feel could have made it better.</p>
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>Robust financial policies underpin budgetary decisions while ensuring the pupils are having their needs catered for through good value and allocation of resources based on need through the Provision Map. We ask expert advice to ensure the correct resources are bought. The governor's Resources committee ensure that purchases are evaluated for impact to ensure value for money.</p> <p>If a child requires one to one support, the governors will determine with the Headteacher the nature of that support and set a recruitment process in motion where necessary.</p>
<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<p>Wave 1: Quality First teaching is defined at Valley End and it is expected that all staff deliver this. If additional support is needed for an individual or group of pupils then this is put in place after consultation with the parents and SENdco. Additional support including resources and adult support is actioned by the class teacher and staff are deployed appropriately. The nature of this support is discussed with parents and a pathway plan may be written. It is at this time that we would complete a one page profile with the child to determine their view of themselves and their needs.</p> <p>If a child has been assessed by an outside agency then we would action the recommendations made by them.</p> <p>Often supporting paperwork such as a statement or Education Health Care Plan will dictate the level of support and the expertise needed for pupil with more complex needs. This may involve recruitment with a high level of involvement from the SENd Governor. All actions are monitored by staff and</p>

	<p>information fed back to the SENdco to inform decisions made at the annual review which is attended by all staff and professionals involved with the child.</p>
<p><b>How are parents involved in the school? How can I be involved?</b></p>	<p>All parents are encouraged to work in partnership with the school to support and guide their children's learning. We provide daily opportunities for parents and teachers to liaise informally and/or make appointments for clarification. Parents are encouraged to help in school and we run workshops for those interested where expectations and procedures are explained.</p> <p>All parent helpers must hold a valid DBS check which is processed through the school office. Please note that parents do not help in the classes in which their children are being taught. Home/School books record and strengthen partnerships. There are also opportunities to take an active role in the Friends of Valley End or to stand for election as a parent governor when a vacancy arises.</p> <p>We hold meetings throughout the year to keep parents informed of curriculum developments and strategies they can use to support their children at home.</p>
<p><b>Who can I contact for further information?</b></p>	<p>In the first instance we encourage parents to speak to their child's class teacher if they have any concerns. After that initial contact a meeting can be arranged with the school SENdco and/or the Headteacher if this is deemed appropriate. It is anticipated that during these meetings a plan can be drawn up to address the concerns of parents and meet the needs of the child.</p> <p>The schools SENd policy can be found on the schools website <b><a href="http://www.valleyend.surrey.sch.uk">www.valleyend.surrey.sch.uk</a></b>.</p>

Surrey County Councils local offer, detailing provision for SEND pupils across the borough can be found on their **website**

**[www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)**

Parents / Carers can get support from the Surrey SEND Information, Advice and Support Service (SSIASS) [www.sendadvice.surrey.org.uk/](http://www.sendadvice.surrey.org.uk/)

Helpline: 01737 737300

Email: **[ssiass@surreycc.gov.uk](mailto:ssiass@surreycc.gov.uk)**

If you feel your concern has not been dealt with appropriately or that the school is not providing the correct provision the school's formal complaints procedure can be found on the website or via the school office.

### **Developments for the Coming Year**

- 1} To track SEND children and put in place support and intervention programs to ensure they progress in line with their peers.
- 2} To ensure new pupils with disabilities are inducted successfully into school and staff are informed about the pupils and how to support them.

### **Relevant school documents underpinning this SEND Information Report include:**

Teaching and Learning Policy  
Safeguarding Policy  
Behaviour Policy

Access to Education Statement  
Anti-Bullying Policy  
Single Equalities Scheme  
Whistleblowing Policy  
Special Educational Needs and Disability Policy

Most of these documents can be found on the school website [www.valleyend.surrey.sch.uk](http://www.valleyend.surrey.sch.uk) or you can request a paper copy through the school office.

### **Review**

This report will be reviewed and updated on an annual basis.

**Next review date: February 2021**