

New Valley Primary School SEND Information Report

Reviewed February 2022

School Vision Statement for children with Special Educational Needs and Disabilities (SEND):

At New Valley Primary School, we are committed to giving all of our children every opportunity to achieve as highly as possible. We do this by taking account of pupils' varied life experiences and needs. We offer a rich curriculum that challenges and stimulates all learners and have high expectations for all our children. The achievement and wellbeing of every child matters, and inclusion is the responsibility of every adult within the school community. Our vision is that every child achieves their potential, with their successes being recognised and celebrated. Children are confident, safe and supported and are able to flourish in an outstanding learning environment.

Special Educational Needs and Disability (SEND)

A child has Special Educational Needs or Disability if they:

- have significantly greater difficulty in learning, in one or more area, than the majority of the children his or her age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in schools for children of a similar age.

The difficulty or disability may relate to:

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



Accessibility

New Valley has ramp access to our main playground and field. Key Stage 1 has access for all children from their classrooms to their playground. The disabled toilet is accessible from both ends of the school.

Some pupils may require specific arrangements within their classroom; they may need a particular type of chair or table, wider aisles for mobility, a writing slope, cushion, footstool, standing desk or pencil grip. We work closely with recommendations from the Occupational Therapy Service, Physiotherapists and with parents to ensure that we meet the needs of every child.



Roles and Responsibilities in the school for children with SEND

Role	Responsibility
Class Teacher	To provide good quality first teaching by: <ul style="list-style-type: none"> • Considering the views of parents/carers and young people, through continuous dialogue; • Creating a classroom environment where all pupils understand expectations and know where to find support; • Identifying and assessing individual need and tracking progress; • Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children; • Using prior knowledge as a starting point for learning; • Utilising continuous assessment to influence and adapt teaching; • Adapting teaching strategies and techniques to sensitively meet the needs of all learners; • Creating a classroom atmosphere which encourages and values the contribution of all children; • Providing access to a range of resources to support pupils in order for them to access learning opportunities; • Supporting the identification, planning and provision for children needing extra support; • Devising personalised Additional SEND Support Plans (ASPs), with support from the SENDCo; • Implementing advice from outside agencies to support the learning and progress of specific children.
Support Staff	To support the work of the class teacher by: <ul style="list-style-type: none"> • Working directly with children who have SEND to support them within the classroom and to target areas of focus from their SEN Additional Support Plans; • Contributing to planning and feeding back on progress towards individual targets and learning outcomes; • Providing pre-coaching to explicitly teach new vocabulary or introduce children to new concepts ahead of lessons; • Implementing consolidation activities with children who require more practice to master a particular skill; • Supporting identified children through speech and language therapy, Drawing & Talking, ELSA input, social skills groups and Wave 3 interventions under the direction of the SENDCo.
SENDCo – Special educational needs and disabilities co-ordinator Julia Bennett	To lead, alongside the Head Teacher and Local Governing Board (LGB), the strategic development of SEND provision by: <ul style="list-style-type: none"> • Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team;

SEN@newvalleyprimary.com jpatrick2.306@lgflmail.org	<ul style="list-style-type: none"> • Creating an overview of needs across the school; • Training and supporting staff, and facilitating training, to meet these needs; • Ensuring tailored provision which will impact on progress is in place; • Regularly reviewing the impact of provision on pupil outcomes; • Providing appropriate advice for all staff; • Working in partnership with pupils and parents/carers to improve outcomes; • Liaising with a range of agencies and ensuring the implementation of support programmes; • Ensuring children with additional medical needs have an up-to-date Individual Health Care Plan; • Reporting to parents/carers and the LGB on a yearly basis.
Head Teacher (Pete Steward)	<ul style="list-style-type: none"> • Overseeing the day to day leadership and management of all aspects of the school, including the provision made for children with SEND, and ensuring the school complies with all statutory requirements.
SEND Governor/Local Governing Board	<ul style="list-style-type: none"> • Supporting the school to develop the quality and evaluate the impact of provision for children with SEND.

Who should a parent/carer contact if they think their child needs more support?

If a parent/carer is concerned about their child and would like to talk to someone, they should contact their child's class teacher, who will be happy to meet with them. Class teachers know children in their classes well, and can talk to parents/carers about the support children already receive and suggest ways of enhancing children's learning and development.

If, having done this, a parent/carer feels that they would like to discuss concerns further, they should contact the SENDCo via email, or through the school office to arrange a meeting.

What support do children get in the classroom?

Children receive high quality teaching, differentiated to their individual needs. For children with additional needs, this may mean that they are given a slightly different task, or use different strategies/equipment to complete a task. Some children may require support or guidance from their class teacher or a teaching assistant as part of a small group, pair, or on an individual basis. Teachers are skilled and supported in adapting teaching to meet the needs of classes, groups and individuals. Planning considers the individual needs and requirements of all children by, for example:

- providing learning activities differentiated to the needs of the child, ensuring that all children can experience success and challenge;
- grouping arrangements that maximise learning opportunities;
- the flexible use of support staff to help groups and individuals, with a long-term goal of encouraging and developing independent learning skills

- more specific and personalised interventions to develop key areas of their learning, when required;
- integrating resources and strategies recommended by specialist agencies.

What additional support is currently available?

Reading

We have a range of reading support available for children across all year groups. This may take the form of one-to-one reading, additional phonics, support with decoding or reading high frequency words, additional/supported guided reading groups, reading intervention programmes and comprehension support.

Writing

Depending on the age and ability of the children we run fine motor skills groups to develop handwriting, guided writing groups based on the teaching in the classroom, writing intervention programmes focusing on grammar, punctuation and spelling, and spelling support programmes.

Maths

Maths support can be given in a variety of ways, including one-to-one support, targeted maths resources, differentiated maths meetings, group intervention programmes, pre- and post-teaching groups and booster groups.

Speech and Language Therapy

A visiting NHS Speech and Language Therapist develops care plans for appropriate children and models interventions to trained teaching assistants who provide support according to need. We also have a highly experienced teaching assistant who delivers a range of speech and language interventions throughout each day, focusing on areas including: developing listening skills; attention and concentration; social skills; English as an Additional Language; developing speech sounds; promoting conversational skills.

SEN 1:1 Teaching Assistant support

Some children require additional 1:1 support from an adult to help them achieve academically, or to help them manage their physical, medical or emotional needs. We have several trained teaching assistants who are deployed across the school to offer this support.

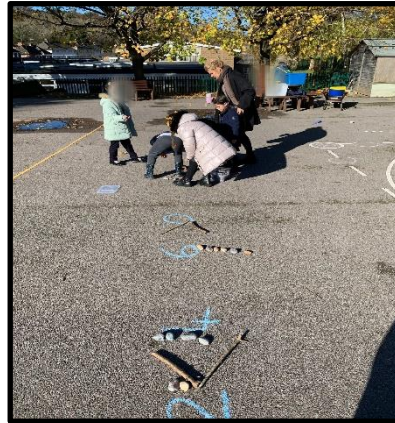
Wellbeing, social and emotional support

We know that children cannot learn until they are emotionally ready to do so. We have a trained Emotional Literacy Support Assistant (ELSA) to support our pupils. ELSA is an initiative which recognises that children learn better and are happier in school if their emotional needs are also addressed. Emily Dubben is our qualified Emotional Literacy Support Assistant here at New Valley. She has been trained by educational psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in areas of social and

friendships skills. These sessions take place in our ELSA room, which provides a calm, safe space where children feel supported and nurtured.

We additionally have a teaching assistant who is trained to offer Drawing and Talking Therapy. This is a therapeutic intervention aimed at helping children who are dealing with trauma, anxiety or loss.

Some children who struggle with social skills may be involved in small group social skills activities with a teaching assistant.



How are children with Special Educational Needs identified?

When children are identified as having SEND before they start at New Valley, we work with the people who already know them, using available information to identify how their needs may be met in our school setting.

If a parent/carer is worried about their child, they should discuss their concerns with the child's class teacher. The class teacher may then speak with the SENDCo to seek further advice.

If a teacher has concerns, these will be discussed with parents/carers; ways of working together to support the child will be discussed, agreed and implemented. If a child continues to make limited progress, despite support matched to their need, Special Educational Needs support will then put in place, with the support of the SENDCo.

Difficulties with social and emotional wellbeing may also trigger a need for additional support.

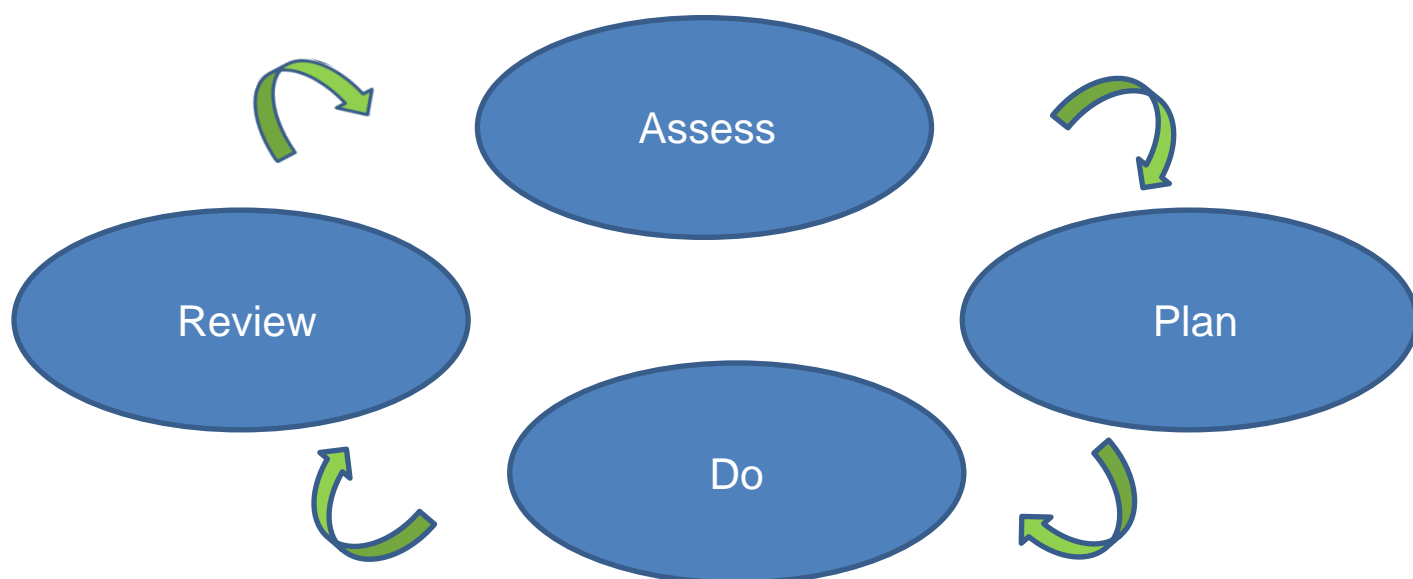
Class teachers meet with senior leaders each term, in a Progress Meeting, to monitor the progress of every child in the school and identify children who may need additional support in one or more areas.

How will I know if my child is making progress?

New Valley Primary School has an open-door approach, and parents and carers are welcome and encouraged to make an appointment to discuss their child's progress at any time. In the first instance, this would be with the child's class teacher but parents/carers can also arrange to meet with the SENDCo or another senior leader.

In the autumn and spring terms, parents/carers are invited and expected to attend parent/teacher consultations to meet with their child's class teacher. In the summer term, parents/carers receive their child's end of year report, and are able to request a follow-up meeting.

We use a graduated approach to identify needs and assess the impact of support. Four types of action should be taken to ensure effective support. A continuous cycle will be used to provide your child with additional support and includes the following:



Children receiving SEND support have an ASP (Additional Support Plan), which includes targets and strategies to help them overcome difficulties; it will also consider a child's strengths. ASPs identify ways in which parents/carers can help at home. Identified additional provision will then be carried out until the next review.

ASPs are reviewed each term and parents/carers will be invited to discuss progress at parent/teacher consultations, or at a separate meeting if necessary. Parents/carers and the child are invited to contribute to reviewing progress against the ASP.

In some cases, it may be necessary to increase or change the nature and level of support to help a child make progress. This may involve seeking help and advice from a range of specialist agencies such as an Educational Psychologist or Speech and Language Therapist. A referral for support from an outside agency will only be made with your consent.

Children who have an Education, Health and Care Plan (EHCP) have an additional annual review of their progress, involving parents/carers and all adults involved in the child's

education. The first review of the EHCP, must be held within 12 months of the date when the EHC plan was issued, and then subsequently within 12 months of any previous review.

The SENDCo coordinates SEND provision and informs parents/carers in writing if their child would benefit from some additional support. This may sometimes include children who do not have SEND, but would make better progress with a short-term intervention. The SENDCo monitors the progress of each intervention every term, and adapts the support as necessary. The impact and effectiveness of provision is discussed with the Governor for Inclusion and reported to the Governing Body.

We use a secure online platform (Edukey) to hold our information on SEND Additional Support Plans. This can be accessed by parents/carers at any time to ensure that parents/carers have up-to-date information about their child.

How are staff kept up to date with the Special Educational Needs in the school?

New Valley Primary School recognises the importance of the National Award for Special Educational Needs Accreditation, and the SENDCo has achieved this. The SENDCo actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEND. The school seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.

What specialist support can the school access to support my child?

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

- Behaviour Support Team (Bramley Bank outreach team)
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Centres
- Community Paediatrician
- Education Welfare Service
- Educational Psychologist
- Occupational Therapy
- Parent Partnership
- School Nurse
- Social Care
- Special School Outreach Support (Red Gates)
- Speech and Language Therapy
- Virtual School for Children who are Looked After



How can the school help my child with transition?



We recognise that some children with SEND can become particularly anxious at times of transition.

Transition into New Valley

Children about to join our Reception class are offered home-school visits from the Reception staff, who sometimes may also visit children in their current setting. In addition, a meeting is held with the current provision, frequently a nursery, for children who have additional needs. Transition books are often made, including pictures of the staff at the old and new schools, to reduce a child's anxiety about the impending change. Extra visits are also available outside of the introduction mornings and children can be offered a graduated start when joining Reception to develop their confidence.

When a child joins New Valley mid-year, in any year group, the previous school is contacted and information gathered to make the move successful for the child. Parents/carers are asked whether a child has additional needs.

Transition to a new class

When moving to a new class, a transition meeting between the current teacher and new teachers takes place. There will be an opportunity for all children to visit their new class and meet key staff. Additional meetings are sometimes organised to benefit particular children. A transition photo book can be used to assist with this change. Parents/carers have an opportunity to meet the new class teacher in the Summer term.

Transition to high school

When moving to secondary school, the SENDCo liaises with all of the receiving school to discuss any child with SEND, in meetings organised by the relevant local authority in the summer term; parents/carers can join these meeting to express their concerns. Successful arrangements and interventions currently used to support your child can be shared with the receiving school. Additional visits to the new setting may be planned to increase familiarity and reduce anxieties. The SENDCo completes a comprehensive transition form for the receiving school, detailing the child's strengths and the areas where extra support may be required. For a child who has an EHCP, the secondary school will be invited to attend the annual review in year 6.

What should I do if I am not happy with the provision that my child is receiving?

If a parent/carer does not feel that their child is progressing as should be expected they should talk to staff at school, by making an appointment with the class teacher, SENDCo, Deputy Head or Headteacher. If these initial attempts to resolve an issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support Service (SENDIAS). This is an independent and impartial service. Parents will also be encouraged to discuss concerns with other key professionals supporting their child.



If issues remain unresolved, parents can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by the relevant local authority, but operates independently. The service can provide a quick and non-adversarial way of resolving disagreements.

Remote Education 2020-2021

During the national lockdown and partial school opening from March 2020 a number of strategies were put in place to support SEND children who were learning at home, including:

- printed learning packs for those without access to devices;
- personalised learning packs differentiated to the appropriate level;
- weekly or more frequent phone calls to support learning and wellbeing;
- weekly *Teams* meetings with members of their class to support social interaction and prevent isolation;
- intervention sessions run on *Teams* for maths, reading comprehension and speech and language;
- loaning of devices to families without access to learning.

Special Education Needs terms – a glossary

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
ASP	Additional Support Plan
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
DDA	Disability Discrimination Act
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
ELP	Enhanced Learning Provision
EP	Educational Psychologist
EWO	Education Welfare Officer
FSM/UIFSM	Free School Meals/ Universal Infant Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS1/2	Key Stage 1/2
LA	Local Authority
LAC	Looked After Child
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PEP	Personal Education Plan
PSP	Pastoral Support Programme
P&FSW	Pupil and Family Support Worker
SaLT	Speech and Language Therapy
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and/or Disability Co-ordinator
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
SLCN	Speech, Language and Communication Needs
TA	Teaching Assistant
VI	Visual Impairment

A full range of the support available can be found in the Croydon Local Offer for pupils with SEND – <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>