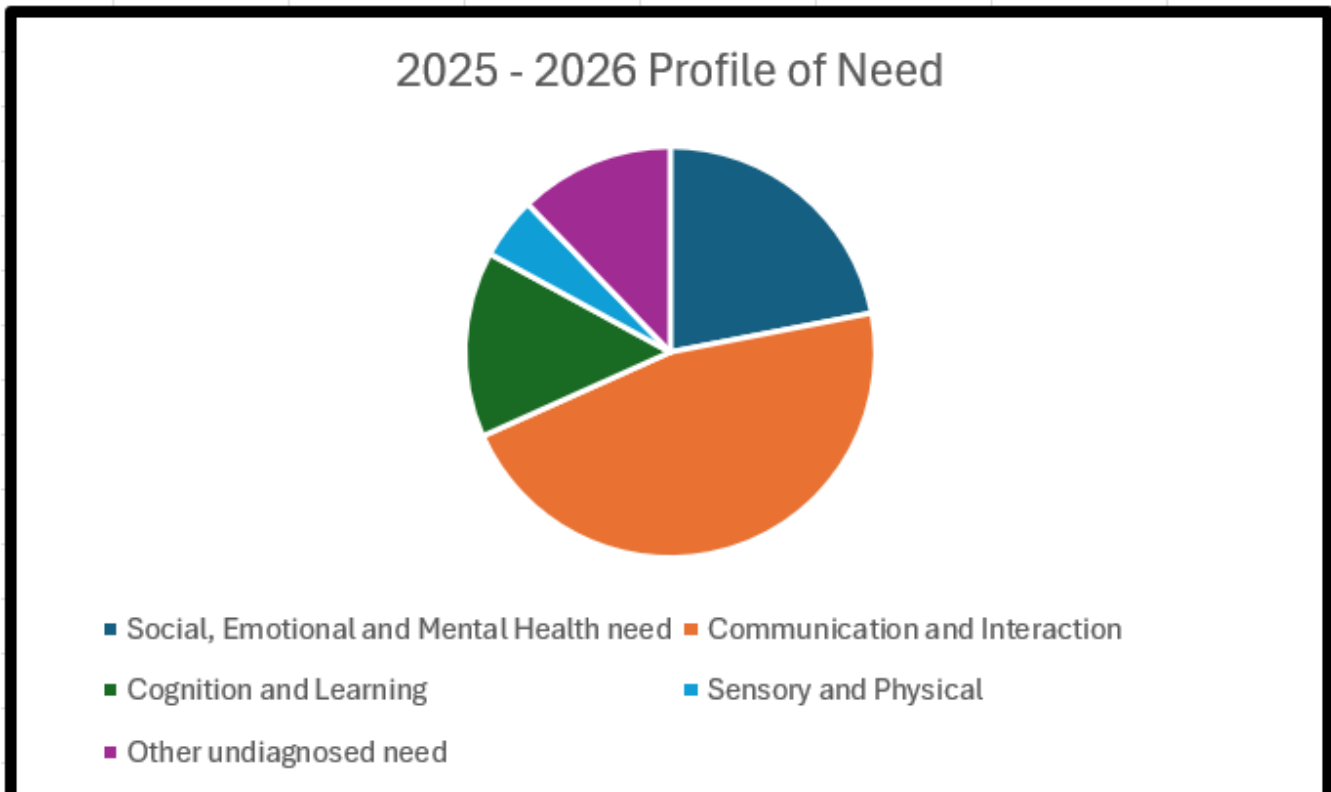
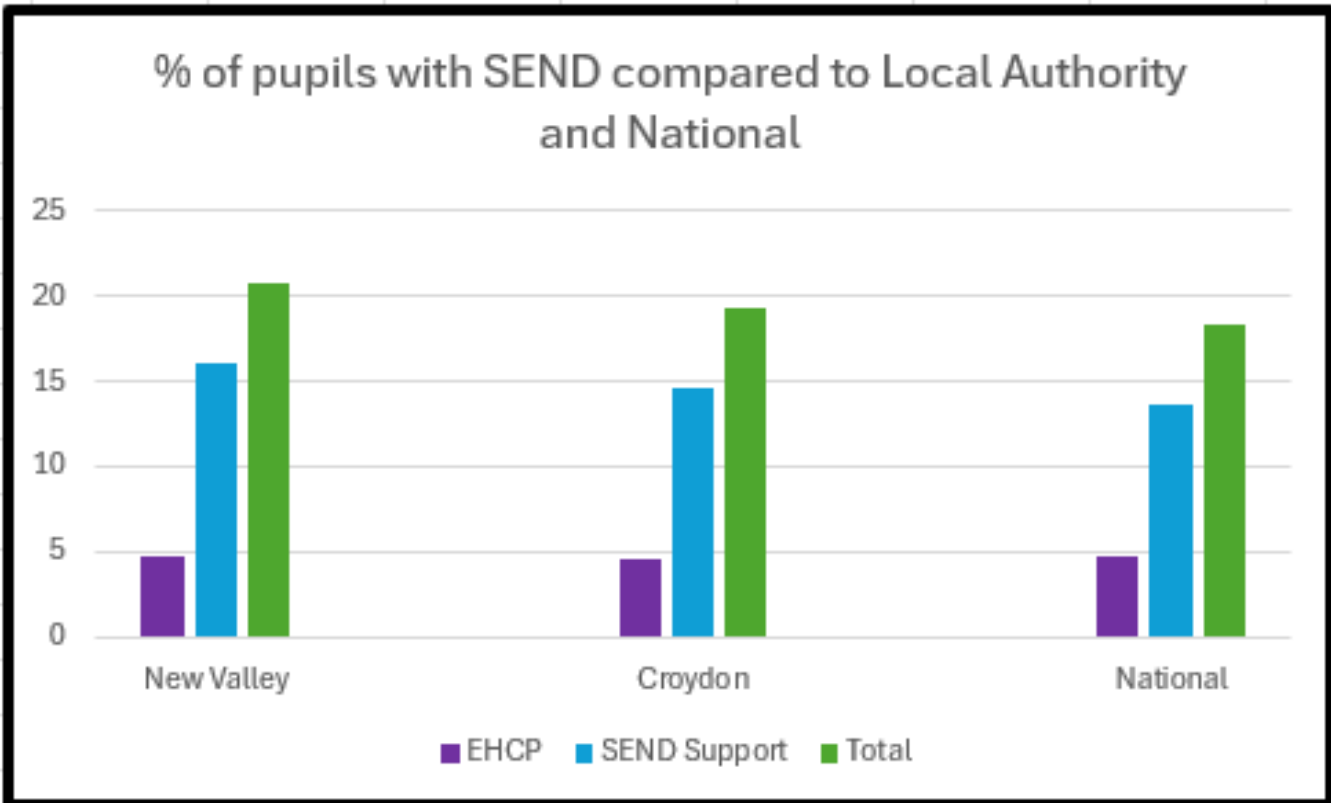


New Valley Primary School
SEND Information Report
Reviewed November 2025





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 the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a responsive curriculum that challenges and stimulates all learners, and we have high expectations for all our children. The achievement, attitude and well-being of every child matters, and inclusion is the responsibility of every person within the school community. Our vision is that every child achieves their potential, with their successes being recognised and celebrated. All children are confident, safe, supported and able to flourish.

Special Educational Needs and Disability (SEND)

We use the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning.
- b. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority 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

Who should I contact if I think my child needs more support?

If you are concerned about your child and would like to talk to someone, please contact your child's class teacher, who will be happy to meet with you. Your child's class teacher knows your child well and will be able to talk to you about the support your child already receives, and to suggest ways of enhancing your child's learning and development.

If, having done this, you feel that you would like to discuss your concerns further, then please contact our SENDCo via email or through the school office to arrange a meeting.

Roles and responsibilities in the school for children with SEND

Role	Responsibility
<p>Class Teacher</p>	<p>To provide good quality first teaching by:</p> <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 adapted curriculum which ensures the progress of all children; • Using prior knowledge as a starting point for learning; • Using 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 the learning opportunities; • Supporting the identification, planning and provision for children needing extra support; • Devising personalised Additional SEND Support Plans (ASPs) for those pupils on SEND Support or Timelines for those pupils with an EHCP, with support from the SENDCo; • Implementing advice from outside agencies to support the learning and progress of specific children.
<p>Support Staff</p>	<p>To support the work of the class teacher by:</p> <ul style="list-style-type: none"> • Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their Additional SEND Support Plans or Timelines; • Working in partnership with the class teacher by 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, occupational therapy, drawing and talking, ELSA, social skills groups and Wave 3 interventions under the direction of the SENDCo.

<p>SENDCo – Special educational needs and disabilities co-ordinator</p> <p>Julia Bennett</p> <p>Julia.Bennett@newvalley.paceacademy.uk</p>	<p>To develop, alongside the Head Teacher and Local Governing Board (LGB), the strategic development of SEND provision, within the school, by:</p> <ul style="list-style-type: none"> • Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team; • Creating an overview of needs across the school; • Training and supporting staff to meet these needs; • Ensuring tailored provision is in place, which will impact positively on progress; • Regularly reviewing the impact of provision on pupil outcomes; • Providing advice for all staff; • Facilitating training for support staff where appropriate; • 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 and the LGB at least annually.
<p>Head Teacher</p> <p>Pete Steward</p>	<ul style="list-style-type: none"> • Overseeing the day-to-day management of all aspects of the school, including the provision made for children with Special Educational Needs and Disabilities (SEND) and ensuring that the school complies with all statutory requirements.
<p>SEND Governor/Local Governing Board</p>	<ul style="list-style-type: none"> • Supporting the school to develop the quality and evaluate the impact of provision for children with Special Educational Needs and Disability (SEND).

What support do children get in the classroom?

All children receive high quality teaching, adapted to their individual needs. For children with additional needs this could mean that they are given a slightly different task or given different strategies/equipment to complete a task. Some children may require support or guidance from the class teacher or a teaching assistant as part of a small group, through paired work or on an individual basis.

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning considers the individual needs and requirements of all children by:

- Adapting learning to reflect the needs of individual children, ensuring that all can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- The flexible use of support staff to help groups and individuals, with a long-term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of learning
- Integrating resources and strategies as 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 fluency 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 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

Where a child has a particular need for a Speech and Language Therapist, and they are part of the NHS caseload (as the need is detailed in their EHCP), they are visited in school by therapists commissioned by the Local Authority. Therapists then develop care plans for these pupils and communicate details of necessary interventions to trained Teaching Assistants who carry out the support according to need. In addition, Mrs Austin, who is an experienced ELKLAN trained teaching assistant, has the role of delivering a range of speech and language interventions throughout each day, focusing on a wide variety of areas, including: developing listening skills, attention and concentration, social skills, developing EAL, developing speech sounds and promoting conversational skills.

SEN 1:1 Teaching Assistant support

Some children might need some 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 developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. Miss Dubben is our qualified ELSA 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 emotional difficulties. The majority of this work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in areas such as social or friendship skills. ELSA sessions take place in our ELSA area which provides a calm, safe space for the child to feel supported and nurtured.

We also have a teaching assistant 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 have a known Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.

If you are worried about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the SENDCo to seek further advice.

If a teacher is concerned, they will discuss the issues with you and implement ways of working together to support your child. Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.

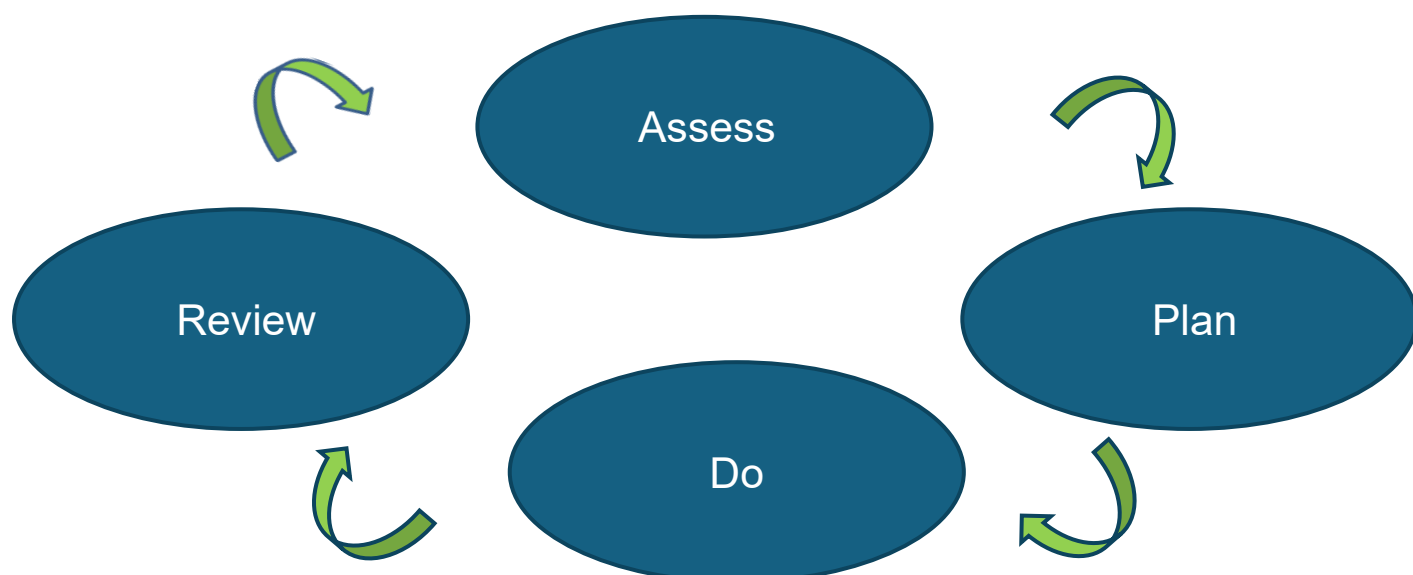
Difficulties with social and emotional wellbeing may also trigger a need for additional support.

How will I know if my child is making progress?

New Valley Primary School has an open-door policy and parents and carers are welcome to make an appointment to discuss their child's progress at any time. In the first instance, this would be with your child's class teacher, but you can also see any senior leader, including the SENDCo, to discuss progress.

In the Autumn and Spring terms you will be invited to attend parent/teacher consultations to meet with your child's class teacher. In the Summer term, you will receive your child's end of year report and are able to request a meeting if you wish.

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:



If your child receives SEND Support, they will have an ASP (Additional Support Plan) which will include targets and strategies to help them overcome difficulties. This will consider their strengths as well as areas of difficulty. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review. These

ASPs will be reviewed each term and you will be invited to discuss this at parent/teacher consultations or at a separate meeting if necessary. You and your child will be 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 your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. 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) will have Timelines to enable all adults working with the child to carefully track their progress against smaller 'next step' objectives rather than ASP objectives. These Timelines are reviewed by class teachers with the SENDCo every half term and additional 'next step' objectives are written. Alongside regular communication with school, there will also be an annual review of their progress which involves 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 within 12 months of any previous review.

Class teachers meet with Senior Leaders each term to monitor the progress of every child in the school and identify children who may need additional support in one or more areas. The SENDCo coordinates this provision and will let you know in writing if your child would benefit from some additional support – please note that this may include children who do not have any SEND but would make better progress with a short-term intervention. The SENDCo monitors the progress of each intervention provision 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 SEN Support Plans and Provision.

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 also 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 to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- ASD Outreach Support (The Link Satellite School team)
 - Behaviour Support Team (led by Val Burrell-Walker at Croydon)
 - CAMHS (Child and Adolescent Mental Health Service)
 - Children's Centres
 - Community Paediatrician
 - Croydon Children's Services (Social Care)
 - Educational Psychologist
 - Hearing Impairment Service



- Occupational Therapy
- Parent Partnership
- School Nurse
- Special School Outreach Support (Red Gates)
- Speech and Language Therapy
- Virtual School for Children who are Looked After
- Visual Impairment Service

How can the school help my child with transition?

Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

Transition into New Valley

Children joining our reception class are invited to two 'Stay and Play' sessions in the summer term ahead of joining New Valley. In September, they are offered a 'meet the teacher' session with the reception staff. During this meeting, your child is free to explore the classroom and engage with activities whilst getting to know the class teaching assistant, whilst the class teacher meets with the child's parents/carers. Staff may also visit children in their current setting and there is close liaison between providers and school staff.

In addition, a meeting is held with the current provision for children who have additional needs. Transition books are frequently made, involving pictures of the staff at the old and new school so that the child feels less anxious 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, the previous school is contacted and information gathered to make the move successful for the child.

Transition to a new class

When moving between classes a transition meeting will take place between the current teacher and the new teacher. Children have opportunities to visit the new classroom and meet their new teacher. A transition photo book can be used to assist with this change. Parents and carers have an opportunity to meet the new class teacher early in the autumn term.

Transition to high school

When moving to secondary school, the SENDCo will liaise with all receiving schools regarding any child with additional needs. These meetings are organised by the relevant Local Authority in the summer term. 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 consequently reduce any 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. If your child has an EHCP, the secondary school will be invited to attend their annual review in year 6.

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

If you do not feel that your child is progressing as you would expect, then please come and talk to us. Make an appointment with the class teacher or SENDCo, or Headteacher.



Where these initial attempts to resolve the issue are unsuccessful, parents will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support Service (SENDIASS). 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.

Accessibility

New Valley has ramp access to our Key Stage 2 playground and field. Key Stage 1 has access for all children from their classrooms to their playground. We also have a disabled toilet which is accessible from both ends of the school. Two portable ramps make the school more accessible.

Some pupils may require specific arrangements within their classroom, such as 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.

There are many Special Educational Needs terms that are abbreviated which can lead to confusion.

Please let the SENDCO know if you would like any abbreviations added to the glossary.

ADD	Attention Deficit Disorder	NC	National Curriculum
ADHD	Attention Deficit and Hyperactivity Disorder	OT	Occupational Therapist
ASD	Autistic Spectrum Disorder	PEP	Personal Education Plan
ASP	Additional Support Plan	PSP	Pastoral Support Programme
BESD	Behavioural Emotional and Social Difficulties	P&FSW	Pupil and Family Support Worker
CAF	Common Assessment Framework	SaLT	Speech and Language Therapy
CAMHS	Child and Adolescent Mental Health Service	SEMH	Social, Emotional and Mental Health
CoP	Code of Practice	SEND	Special Educational Needs and Disability
CP	Child Protection	SENDCo	Special Educational Needs and/or Disability Co-ordinator
DCD	Developmental Co-ordination Disorder	SLD	Severe Learning Difficulty
DDA	Disability Discrimination Act	SpLD	Specific Learning Difficulty
DfE	Department for Education	SLCN	Speech, Language and Communication Needs
EAL	English as an Additional Language	TA	Teaching Assistant
EHCP	Education, Health and Care Plan	VI	Visual Impairment
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		

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>