

SEND Policy

Valley Primary School



POLICY APPROVAL

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1. Our Aims

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In this school we support all children to achieve well throughout their school life.



Every pupil with SEN and Disability in this inclusive school has an entitlement to fulfil their potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

Our specific aims and aspirations for children with special educational needs are:-

That we meet the needs of each individual child who attends our school.

That each child is able to reach their potential

That each child is able to fully access all aspects of school life

We aim that each child is given a voice and their views will be heard.

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan.

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies included health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

2. What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: -

"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or



her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational 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 the 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 definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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

3. How does our school know if children have special educational needs and need extra help?

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s level of progress or inclusion.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical needs
- Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child’s learning, then please discuss these initially with your child’s class teacher. This then may result in a referral to the school SENCo. Our school SENCo is Mrs Heaven, she can be contacted via the main school phone number which is 0121 743 4691 or via the SENCo email address: s52senco@valley.solihull.sch.uk

Parents may also contact the Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.



4. The kinds of special educational needs for which provision is made at the school

Children and young people with SEN have different needs but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP) parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless: -

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

The Old Lode Lane site currently also houses an Additional Resourced Centre for Y6 children with specific communication and language difficulties. Access to this provision is through Solihull Local Authority.

5. How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes: -

- (1) Classroom observations by the senior leadership team, the SENCo, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.
- (7) Individual Education Plan review meetings.



All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

For pupils working significantly below peers with more complex learning difficulties, attainment is tracked using separate tracking system which allow us to set targets and track small steps in progress. For children in EYFS, we use Cherry Garden Branch Maps for this tracking. For children in the Primary phase, we use BSquared.

Additional action to increase the rate of progress will then be identified and recorded which will include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

6. Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Baseline assessments in appropriate screenings for specific areas of need will also be carried out.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan (individual education plan /my support plan) that will identify a clear set of expected outcomes and will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly. Exit assessments will be carried out to track small steps in progress in comparison to baseline entry data.

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEN information report).



The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority, where the child resides, to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

7. How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Ensuring that parents are kept informed and are aware of how their child is doing in school is of paramount importance to us and there are different ways in which we do this.

Progress towards identified outcomes will be discussed with parents during Parents Evenings and also review meetings with the class teacher or SENCO.

However, if parents are concerned about their child's progress then they are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, or a member of the senior leadership team at any time. Likewise, if a parent/carer has information they feel they would like to share, that could impact on their child's success, they are encouraged to contact the school to arrange an appointment. Please contact the school office who will arrange this appointment for you. The contact number is 0121 743 4691

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at <https://www.valleyprimaryschool.co.uk> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.



The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. We have a pastoral team that is led by Assistant Head Teacher, Mrs Wood. The team consists of a Pastoral Family Support Worker, Mrs Lambert; a Therapeutic and ASD lead practitioner, Mrs Manton; 1 ELSA, Mrs Ford; and 1 Learning Support Assistant, Mrs Burrowes.

We also have:- An evaluated Personal, Social, Health and Economic (PSHE) curriculum (Jigsaw) that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being. Some of these include drawing and talking, zones of regulation, emotional based play and social skills groups. We also have daily check ins with identified individuals and will meet and greet specific children each day as they come into school.

Our Family Support Worker offers support for children and their families around a whole variety of issues that may be impacting on a child's well-being. These may include behaviour issues, bereavement, mental health in the family, toileting and sleep issues. She will be able to sign post parents to the appropriate agencies and will meet with families to offer guidance and support.

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school participates in the Local Authority/Essex University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

For information about pupils with medical needs please refer to the Medicines in Schools Policy. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>



What training do the staff supporting children and young people with SEND undertake?

Teachers make the education of all their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. They have strong subject knowledge and skills and are expected to extend the depth and breadth of their knowledge, skills and understanding through continual professional development which will be demonstrated when meeting the relevant teachers' standards.

School staff have received a range of training including awareness training on:

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with social emotional mental health difficulties
- How to support pupils with speech, language and communication difficulties- including whole school ELKAN training
- Precision teaching training for LSA's

Specialist training has also been provided to the SENCo.

- The school has regular visits from SEN specialist teachers from Warwickshire's SEND support and Solihull's Inclusion and Access team, who provide advice to staff to support the success and progress of individual pupils.
- The school also buys into Solihull's Educational Psychology service for more complex cases

The NHS Speech Language Therapist has supported planning of support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant

Regular attendance at the Local Authority SENCO network meetings

The Governor with specific responsibility for SEN is provided with SEN Governor training

How will my child be included 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 in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?



The following adaptations have been made to the school environment:

- Disabled parking spots marked and located for easy access to the front of both school sites.
- Ramps have replaced the two steps into school to ensure the site is accessible to all
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections and for any pupils requiring medical attention
- Pastoral provisions have been developed to provide a safe space for children with social and emotional issues.
- On both sites, a sensory room has been installed to provide a safe space for children with complex need or high sensory need.
- Hub bases allow for targeted interventions.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include: -

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. If a child is already known to Solihull's Inclusion and support Service a member of staff will also attend these meetings.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- The SENCo visits all EYFS children with known SEND in their previous setting or home environment before they join in the September.
- A transition coffee morning, delivered by the SENCo and ASD lead, is on offer to all parents in the Summer term.
- If your child is joining a new school, Mrs Heaven (Valley SENCo) will meet with the SENCo of your child's new school to share strategies and information in advance of them joining.
- In the Summer term, your child will be provided with a social story containing photographs of their new teacher, classroom and areas of need (toilets, dining hall, hall etc) so that they can become familiar with the changes in the holidays before returning in September. Additional visits to their new classroom can also be arranged.



Transition to the next school, preparation for adulthood and independent living

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. This may include putting together pupil passports and additional visits to the secondary school.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCoS of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

8. 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 pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website.

These target the road areas of need:-

- Cognition and learning
- Behavioural, emotional and social
- Communication and interaction
- Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf



9. How is the decision made about how much support each child will receive?

- For pupils with SEN but without an Education Health Care Plan (EHCP), the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through: -

- Initial discussions with the class teacher,
- during parents' evenings;
- SENCo or Senior Leadership Team member meetings;
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following: -

- Your child's Class Teacher;
- Parent Liaison Lead
- The Assistant Head/ SENCo;
- The Deputy Headteacher
- The Headteacher

For any complaints, please see follow procedures in our Concerns and Complaints [Valley Primary School - Complaints & Compliments](#)

- *Solihull's SEND partnership (SENDIAS) offers independent advice and support to parents and carers of all children and young people with SEND. SENDIAS can be contacted via solihullsendias@family-action.org.uk or Solihull SEND Partnership Service, Prospects Services, Sans Souci Training Centre, Shirley, Solihull, West Midlands, B90 4DD Tel: 0121 733 7290. Website address <https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>*
- *The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supports aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>.*
- *For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>.*
- *Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>.*

10. The Local Authority Local Offer



Solihull's Local Offer can be found via this link:-

<http://socialsolihull.org.uk/localoffer/>

11. The Special Educational Needs and Disability Regulations 2014

Schedule 1: Information to be included in the SEN information report – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-
 - (a) how the school evaluates the effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
 - (c) the school's approach to teaching pupils with special educational needs;
 - (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
 - (e) additional support for learning that is available to pupils with special educational needs;
 - (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
 - (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How other bodies are involved, including health and social services bodies, support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).



12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the Local Authority's local offer is published.

12. Review

This policy will be reviewed annually.

The policy will be reviewed before this should new information or circumstances become relevant.

13. Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO)
PPS:	Parent Partnership Services