



VALLEY PRIMARY SCHOOL

LOCAL OFFER

2024-2025

At Valley Primary School, we are committed to providing high quality education for all pupils with Special Educational Needs and Disabilities (SEND). We have strong systems for the early identification of pupils with SEND and always welcome and work in partnership with parents and carers. In our school, we have a wide range of expertise to ensure all pupils have access to quality first teaching which enables us to meet the needs of every identified child. We want you to feel able come to us so we can hear what you have to say, so we can work together to support your child's learning journey regardless of need throughout their time with us. At Valley, we are committed to meeting the needs of the whole child. We ensure that all pupils have the opportunity to reach their full potential and make progress within a positive, stimulating and nurturing environment. We believe children thrive when all of the key people in their lives work together as a team to secure the very best outcomes. Some children may find it more difficult to access the curriculum and may need a different approach or support. We consider a child to have special educational needs if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability which prevents or hinders them from accessing the curriculum provided in school.

If you are concerned about your child's progress or are considering Valley for your child who has an identified need then these are some of the frequently asked questions

Who can I talk to?

Your child's class teacher will be your first point of contact if you have any concerns. The SENCO (Special Educational Needs Coordinator – Mrs Alexandra Heaven) may become involved to support and advise you and the class teacher as to the best provision for your child. We have a named SEN Governor whom you may wish to contact should you not be satisfied with the outcome following discussions with your child's class teacher and SENCO.

How are children with special educational needs identified?

All children's progress is tracked and monitored against national expectations. If concerns are raised about the rate of progress, or the health & well-being, safety or behaviour of a pupil then informal discussions are had with the parents and carers and in the first instance, the class teacher. The class teacher will liaise with the Special Educational Needs Coordinator (SENCo).

How are the individual needs of children met when identified?

In most cases children's needs will be met through the quality first teaching (please see our 'Provision Map' document for further detail) we ensure is embedded in every classroom. All targets set for your child will be realistic and achievable; these may sit alongside a Individual Education Plan (IEP) which may identify some targeted support strategies. All plans are reviewed at least once a term. There are lots of people in school that may support your child in addition to their class teacher. These include, but are not limited to, our Teaching Assistants, Learning Support Assistants and Pastoral Team including our Autism Lead and ELSA.

What if my child fails to make progress?

The class teacher and the SENCO will meet with you to discuss your child's needs in more detail. If further advice and support is required, and depending on the area of concern, we may decide to ask for further assessment and guidance from the Warwickshire SEND service. We will also seek support from Solihull's Inclusion and Support Service for children with a specific diagnosis, a physical impairment, or a hearing or sight impairment. These qualified teachers have specific expertise in academic development, sensory difficulties, social difficulties, emotional challenges, mental health difficulties, language difficulties and autistic spectrum disorder.

We may request permission to refer to the NHS Speech and Language Therapy team or the Occupational Therapy Service. An Educational Psychologist may support your child; you can also telephone to ask them for advice yourself regarding your child. For some more complex emotional needs, we may seek very specialist support and may therefore refer your child to the child and adolescent mental health services – SOLAR. We are also able to make referrals to the Specialist Assessment Service for an Autism assessment (This is for families with a Solihull GP. The process for Autism assessment within Birmingham is via the GP). Your doctor may also offer advice depending on the difficulty. Further, we are able to make referrals to the ADHD Nursing Team for an ADHD assessment. For health or complex case, we can also make referrals to the Paediatric and School Nurse services.

How will I know if my child is progressing?

Regular review meetings will be put in place for you to ask questions and discuss progress. Meetings may be at Parent-Teacher Consultations, after school or during the school day at a mutually convenient time. Whilst Valley is not a specialist school, the staff have a wide range of expertise in teaching children with additional needs and disabilities. We also have an ongoing training programme and our staff receive regular training and advice from specific professionals to enable the best provision for your child. This may be as a whole staff or tailored specifically for particular teachers to address individual needs. Training received by staff is on a rolling programme and has included: The dyslexia friendly classroom, supporting children with Social, Emotional and Mental Health Difficulties, working with children on the Autistic Spectrum, strategies for supporting children with Sensory Impairments, Speech and language therapy programmes, BEAM physical gross motor programme (this supports and develops skills such as hand-eye co-ordination, writing, concentration and listening skills), attachment training, identifying and supporting Dyslexia, and Developmental Language Disorder identification training.

Here are some examples of other types of support that may be available for pupils (this is not an exhaustive list): use of a notebook or laptop computer, Nessy, Touch Typing programmes, sloping writing support board, coloured page exercise books and/or coloured overlays, adapted pens and pencils, voice recorders, small group learning with qualified staff, additional reading / phonics / number support, Fidget Toys, Weighted Blankets.

Some of the structured programmes to support learning that we use include: Read Write Inc, Language link (www.speechlink.org.uk), WellComm, Project X, Printing Like A Pro, Number Stacks, Karen Triesman.

We understand that some pupils may find moving to the next class, phase or school difficult so we plan transition carefully, putting in additional arrangements if needed. We also work with secondary schools to ensure our older children have positive experiences when they leave us.

Who can be contacted and how?

Mrs Heaven is the SENCO at Valley School. She can be contacted via the School Office on 0121 743 4691 or email s52senco@valley.solihull.sch.uk. For any concerns you may have about your child, your first point of contact is your child's class teacher. This can be done by contacting the school office or emailing your child's class email account.

Solihull MBC

Information on the Local Authority's Local Offer can be accessed on their website (<https://socialsolihull.org.uk/localoffer/>). Here you will find additional information about services, policies and ways in which children and young adults within Solihull can be supported to ensure their needs are successfully met. Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. Valley Primary School is a fully inclusive school that is totally committed to providing the best possible education to all of its children regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document is intended to give you information regarding the many ways in which we ensure we support all of our children, including those with SEND. It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children.

SCHOOL NAME: Valley Primary School

TYPE OF SCHOOL: Mainstream for 3-11 Year Olds with a Speech and Language Additionally Resourced Unit

ACCESSIBILITY: Fully wheelchair Accessible Yes, ramps are available Other Adaptations: Toilets and sinks have been adapted in all year groups

CORE OFFER: Are you currently able to deliver your core offer consistently across all areas of your school? Yes

POLICIES: Are the school's policies available on its website for:

SEN Yes

ACCESSIBILITY PLAN Yes

CHILD PROTECTION Yes

SAFEGUARDING Yes

BEHAVIOUR Yes

EQUALITY & DIVERSITY Yes

Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?
Yes

Who is the school's SENCo? Mrs Heaven

What are the school's areas of strength? The school has supported a huge number of children with a range of additional needs including Autism, ADHD, Dyslexia, Diabetes, Global Delay, Cerebral Palsy, Learning Difficulties and Speech and Language Difficulties.

What specialist facilities/equipment are available to support children with SEND? In the Infant Department, we have a disabled shower unit and the junior department boasts the purpose built sound-proofed rooms for the Specialist speech and Language Additional Resourced Centre. In our Pastoral room on the Old Lode Lane site, we have space for therapy work and counselling. There is also access to a large meetings room. We have a specialised 'Hub' space for targeted intervention on each site. Further, we also have a Sensory Room for each phase (Lower Phase, Middle Phase, Upper Phase).

What input do you receive from Therapists/Advisory Teachers/other specialist support services?

Our School Inclusion Team consists of a SENCO, Pastoral Manager, an Autism Lead, ELSA, Nurture Lead, Dyslexia Champion and a Family Support Worker – all who work alongside the in class support team. The teachers in the ARC are specialists who work in the Speech Language and Communication Difficulties team of Solihull's Inclusion and Support Service and work very closely with Speech and Language therapists. We also receive support from Warwickshire's SEND service and Solihull's Inclusion and Support Service. Occupational Therapists and Education Psychologists are also professionals which we work with as the need arises.

How are children in SEND supported in Valley Explorers?

The communication between staff and both after school clubs is very good ensuring all needs and ongoing requirements are shared between caregivers. This maybe verbal or written depending on the needs of the child.

What CPD have staff had in order to meet the needs of children with SEND?

Over the last year, staff have accessed training on quality first teaching, language development, developing appropriate challenge and developing effective behaviour for learning. Further, training has also included focused sessions on specific areas of need such as ADHD, Autism, DLD and Dyslexia. We use the Dingley's Promise training to provide EYFS CPD. School has a rolling programme of training planned and this is ongoing alongside any specific training needs that arise through our self-evaluation processes. We have some very experienced, highly skilled staff who are very effective peer supporters when new staff are trained.

How do you promote inclusion within school? Including day and residential trips?

All children are fully included in all aspects of school life. Each half term a specific value is taught, discussed and practiced by staff and children, these values are: Responsibility, Collaboration, Respect, Honesty, Kindness and Courage. Some children benefit from a buddy system, others from key-workers; some have playground / lunchtime support others succeed with in class support. Prior to any extra-curricular activity, staff undertake a risk assessment and will approach parents if they feel the activity poses a risk to a specific child. Then in discussion with parents a decision is made regarding the best course of action for that activity. This may include parents attending the event with their child on a 1:1 basis or a member of staff attending with the child on a 1:1 basis, it may also include specific equipment being taken (pushchairs / wheelchairs / radio aids). The support provided is very dependent on the needs of the child and the wishes of the parents.

What proportion of children currently at the school have SEND?

Approximately 17% of Valley Primary School children are on the current SEND register

How do children with SEND perform compared to their peers?

Currently there is mixed progress amongst our pupils with SEN. Typically, our pupils with SEN make good progress from their individual starting points.

How do you involve/support the parents of children with an SEND regarding identifying and meeting their needs?

Initially an informal meeting between parents and the child's class teacher is established to raise and discuss any concerns. Following these discussions the SENCo would then become involved, if deemed necessary, to identify any specific needs. Parents are invited to a termly meeting with class teacher and if necessary SENCo to discuss how the child's needs are being met and if appropriate if any other agencies should be referred to. Mrs Heaven is also available for parents to contact via the school office or email.

How do you communicate their progress and areas of difficulty?

Children who are benefitting from additional support through the school's SEND procedures will also have an Individual Education Plan (IEP) that will explain their needs and what staff need to do to address these needs. These plans will be updated with on a termly basis alongside any concerns / discussions regarding increased / decreased support.

Views of the Child

“I like playing with my friends at school” child aged 5

“My teacher helps me with phonics because it’s a bit tricky” child aged 6

“Maths is hard but I know what to do if I don’t understand” child aged 7

“I like learning, I really want to come to school, I want to learn!” Child aged 7

How will the school prepare children with an SEND to join their next stage of education or life?

The child’s age / stage of education determine how children are supported for transition. Most children with SEND benefit from extra visits to their new setting / class teacher, many also work with ‘transition books’ including photos of any differences (teacher, support staff, classroom, entrance, toilets), some also require more targeted transition work with our therapeutic play worker either on a 1:1 or small group basis. On transfer to Secondary school, pupils with SEN often have additional visits to their new school, determined by their level of need. There is close liaison with the secondary schools and the SENCo’s attend meetings to discuss the children who will be coming into their school.

What services, external agencies or support groups are available for parents?

Autism Links - <https://www.autismlinks.co.uk/support-groups/group-support-west-midlands/solihullautistic-spectrum-support-information-sassi?region>

Solihull Parent partnerships – <https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>

Solihull Family Information Service - <https://socialsolihull.org.uk/localoffer/family-information-service-directory/3868/family-information-service-fis/>

Social Life Opportunities - <https://sociallifeopportunities.org/>

Safeguarding parent help- <https://www.safeguardingsolihull.org.uk/lscp/i-am-a-parent-carer/information-for-parents-and-carers/>

What are the arrangements for making a complaint?

Should you feel the need to make a complaint please contact your child’s class teacher or SENCo in the first instance. A copy of the complaints policy can be found on the website.