

Valley Road Primary School

SEND Information Report

2021-2022

This report provides information about how Valley Road School staff support children with special educational needs and disabilities (SEND).

About our school

Valley Road is a warm and welcoming primary school, where we aim to support all pupils in our community, and pride ourselves on being inclusive to all pupils. We are a mainstream school and we also have Bishopswood Special School Nursery and Cygnets private nursery onsite. Cygnets provide a breakfast and after school club to Valley Road pupils.

We provide for children with a wide range of special educational needs and disabilities (SEND) including those with:

- Communication and interaction needs; this includes children who have speech, language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties such as dyslexia and dyscalculia
- Social, Emotional and Mental Health needs; this includes ADHD
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning, such as developmental co-ordination disorder.

Information and Guidance/Points of Contact

Who should I contact for more information or to discuss the concerns or needs of my child?

If you have any concerns at all about your child, please don't hesitate to speak to your child's class teacher in the first instance, or our school Special Needs Coordinator (SENCo), Alice Gibson. She can be contacted via the school office on: 01491 573784

What should I do if I think my child may have Special Education Needs?

We will always contact parents if we have a concern that their child may have a special educational need or disability. However, if you think your child may have a SEND, it is useful to let your child's teacher and the SENCo know of your concern as soon as possible. We will work closely with you to ensure that you are involved in the identification and assessment process of SEND. We will meet to agree outcomes for your child and how we will all work towards these, and then again to review progress. We do this through the following:

- scheduled phone calls and meetings
- termly meetings in line with parent evening meetings
- using a home/school diary, where appropriate

- meetings with parents and outside agency staff, such as physiotherapists and speech and language therapists, if a child requires outside agency support

What other sources of information are available?

SENDIASS Oxfordshire (formerly Parent Partnership) is a service offering impartial information, advice and support to parents of children and young people with SEN and disabilities. You can get in touch via phone or email.

SENDIASS Oxfordshire aims to help parents, carers, young people and educational professionals to work together to provide the best possible support to children and young people with SEN by:

- offering advice and training
- providing Independent Parental Supporters and Independent Supporters
- linking with other organisations who can offer help and support

There are SENDIASS leaflets in the school entrance hall.

If you'd like impartial advice from SENDIASS Oxfordshire (formerly Parent Partnership Service) contact:

<https://www2.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire>

Assessment, Planning and Review/Partnerships for Progress

How does the school know how well my child is doing and whether they need additional support?

In our school, every pupil's progress is closely monitored to ensure they are making expected progress. We constantly assess whether a child may need additional support in a number of ways:

- Communication with your child's previous Early Years setting or school
- Considering results of class assessments in reading, writing and/or maths – is a child performing below age related expectations?
- Results of spelling/reading standardised tests
- Results of specific phonics/reading/literary/maths/social and emotional assessments
- Teacher concerns
- Parental concerns
- Through communication with health professionals/medical diagnosis

According to the Special Educational Needs Code of Practice, a pupil can be identified as having SEND when 'their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (January, 2015)

Our school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.

- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

Foundation Stage and Primary Guidance:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

Secondary School Guidance:

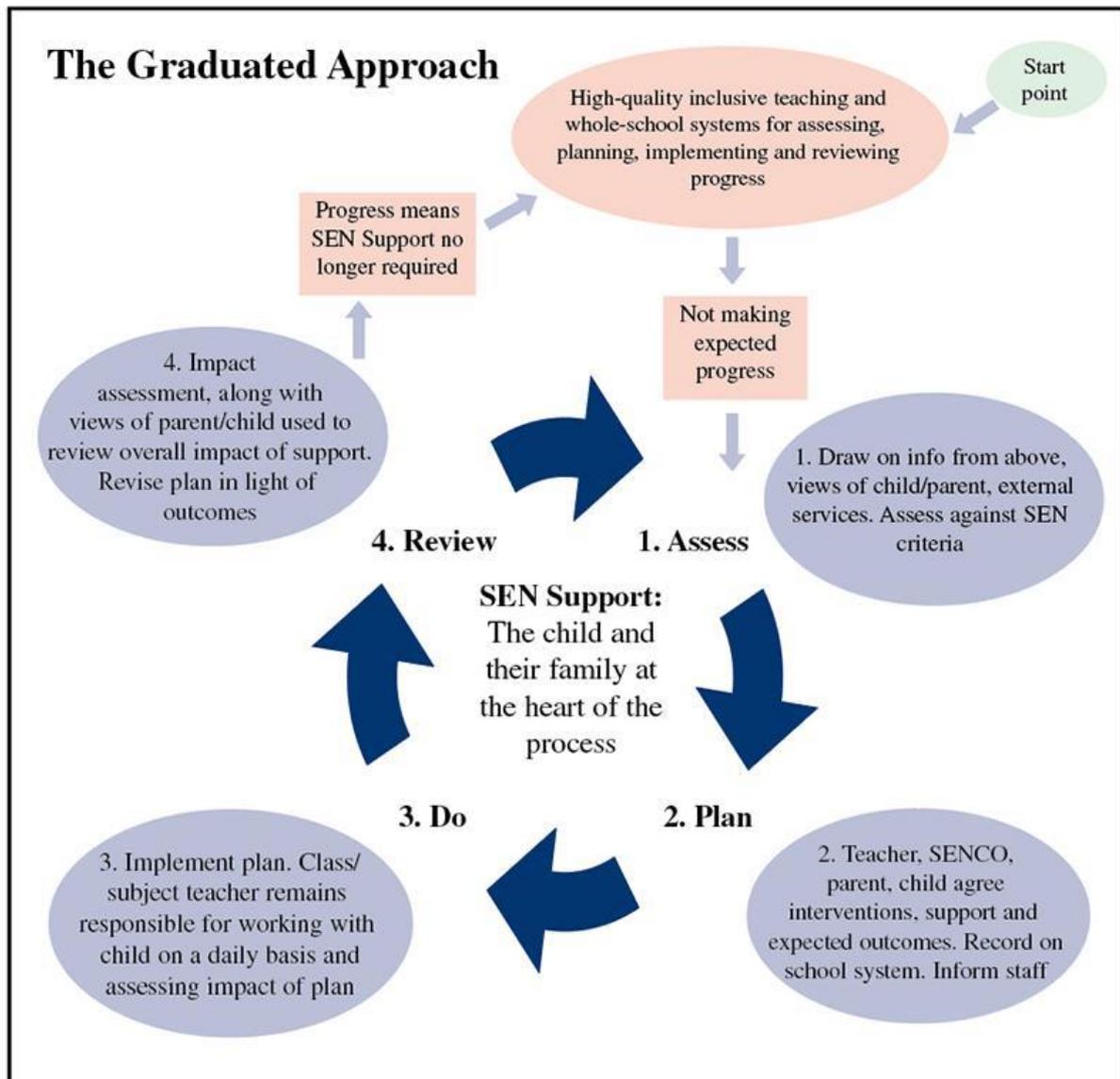
<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

Assessment, additional support and the SEND register

How is the decision made about what type of support my child will receive?

A rigorous assessment procedure to track children's progress is continuously used. Teachers regularly monitor and track each child's progress using the school's tracking system to ensure children are making age related expected progress. If your child is identified as not making expected progress, we identify why, and set up alternative provision to support their progression, through the use of intervention (please see below for further details) and/or outside agency involvement to support in the identification, assessment and recording of your child's particular needs. Following this, if the school or you believe that your child has SEND, criteria set out in the Oxfordshire County Council SEN Guidance is referred to, in order to determine whether your child meets the criteria to be placed on the school's SEND register.

The Graduated Approach



How and when will I be kept involved about how my child is progressing and what will happen?

If your child is placed on our school SEND register, a Pupil Inclusion Profile will be written with the involvement of yourself and your child to outline their strengths and needs. SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) targets will be set up, in order to support your child in their progress. Each term, you will be invited to attend a meeting in which these targets will be evaluated, the views of yourself and your child will be considered, and new targets will be set for the following term.

Your child may be removed from the SEND register if they then achieve expected age-related levels.

In particular circumstances where your child does not meet the criteria set out in the SEN Code of Practice, but there are still concerns about their progress, they will be recorded on the school provision map, and particular strategies and/or interventions will be identified in order to help your child make progress. Your child's progress will continue to be tracked and the impact of the

additional support provided will be assessed in order to inform future decisions about your child's support.

Education Health and Care Plans (EHCP)

If your child has a SEND that is more complex and provision cannot be met by SEN support or intervention currently in place, in consultation with parents, we will consider application for statutory assessment. An Education, Health and Care (EHC) needs assessment will determine if we need to set out the support that will help your child to achieve the best outcomes. An EHC Plan (EHCP) is the written record of the support that is agreed, along with the details of your child's needs and the outcomes that he/she is working towards.

Children with an EHCP will take part in an annual review where progress towards their outcomes will be assessed. Parents and outside agency staff supporting the child will be invited to this meeting.

Please see the link below for Oxfordshire County Council's information about EHCPs:

<https://www2.oxfordshire.gov.uk/cms/content/what-education-health-and-care-ehc-plan>

Curriculum and Teaching Methods (including groupings/interventions)

Access to Learning and the Curriculum

What is the curriculum and how will it be adapted to meet the needs of my child?

We offer a broad and balanced curriculum for all children including those with SEND. Details are published on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan. This can be found in the documents section of the web site.

All teachers have the responsibility for:

- planning appropriate work/differentiated activities for their pupils
- high-quality teaching, ensuring that all children can be included in tasks/activities, with support, where appropriate
- setting clear objectives that are explained to pupils, and returned to at the end of the lesson
- monitoring and tracking individual progress
- supporting pupils to be independent learners, who can assess their own learning
- encouraging and praising pupils to motivate and engage them
- identifying those children who require additional support in order to make progress
- setting targets on Pupil Inclusion Profiles and discussing these with parents and pupils termly
- celebrating pupil achievement in all areas of the curriculum

Is there any additional support to help my child with SEND reach his/her expected outcomes?

Your child's teacher will be able to inform you about the duration of your child's additional support, and how often it will happen.

Teaching Assistants will work closely with class teachers to ensure all pupils have access to the curriculum and to promote and encourage independence in their learning and daily activities. Depending on the level of your child's need, they will have allocated support time provided by a teaching assistant. Our Teachers and Teaching Assistants also run intervention programmes, catch-

up groups and nurture groups which support the development of language, literacy, maths, motor skills and social skills. These may be run for individuals or groups of children requiring the same level of support. One of our Teaching Assistants will be taking ELSA (Emotional Literacy Support) training this academic year, in order to support particular pupils across the school. The Teaching Assistant will have ongoing support throughout the year from an Educational Psychologist.

For details, please see table below:

Key stage	Intervention Programme
Early Years Foundation Stage	Speech and language support Reception Narrative Spirals social communication Talktime 1 Communication Cookbook Precision teaching: phonics and numeracy EAL support Sensory Circuits
Key Stage 1	Social Skills Nurture Group, e.g. Spirals Talktime 1/Talktime 2 Reception Narrative Launch into Reading Success Precision teaching: phonics and spelling Direct Phonics Write from the Start O.T. Handies/Vizzies programme Precision teaching: maths EAL support Colourful Semantics Sensory Circuits
Key Stage 2	Social Skills Groups Anger Management Nurture Group Project X Code (reading) New Reading and Thinking (reading comprehension) Precision teaching: phonics and spelling Direct Phonics Write Away Accelerread/Accelerwrite Maths Focus Support Precision teaching: maths Maths Catch up Write from the Start EAL support Narrative Therapy Sensory Circuits

The whole school uses Zones of Regulation resources to help develop and support emotional regulation.

How do I know if SEND provision is effective for my child?

The progress of all children is tracked throughout the school through termly teacher assessments. In addition, for children with SEND we regularly review progress towards agreed outcomes. We assess whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations.

When we provide additional support for individuals and run special intervention programmes for groups of children, we assess how successful they have been and use that information to plan the next steps for each child. This information is also used to decide on how best to run future interventions.

Through our termly meetings with parents of children with SEND, we will inform you of your child's progress and whether we think the support has been effective in this process.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report. A copy can be obtained from the school office.

Tests and Assessments: Access Arrangements

How will I know if my child qualifies for additional support or time to access tests?

Your child's teacher will inform you of any additional support or time allocated to your child for assessments and tests.

Social and Emotional Support

How does the school help develop my child's social and emotional skills, in order to ensure they feel safe and are able to manage social situations?

All pupils are given praise for positive behaviour in school and success is celebrated in class and during assemblies. In the Early Years Foundation Stage (Reception Class), regular activities to support Personal, Social and Emotional development (PSED) are planned. Throughout Key Stages 1 and 2, your child will take part in Personal, Social, Health Education (PSHE) lessons and will be involved in daily class discussions to support social and emotional skills. If your child needs further support with these skills, social stories may be used to reinforce positive behaviour, and they may be included in a social skills nurture group. We may also ask advice from various outside agencies, depending on the reason behind our concerns.

All staff supervising children at playtimes will be made aware of any concerns around social and emotional wellbeing. They are informed of any strategies in place to support particular children and there is continual communication with class teachers relating to progress or issues that may arise. Some children may require 1:1 adult support at playtimes in order to help them develop their social skills and manage social situations.

What is the school's policy on bullying?

We take bullying very seriously. We help to prevent bullying by encouraging an atmosphere of support and mutual tolerance. The positive school ethos is one of the main things that people visiting the school pick up on. Everyone in our school is valued and differences are celebrated.

Our Anti-bullying policy can be found on our school website.

What support will there be for my child's overall wellbeing?

Your child's wellbeing is of utmost importance to the staff at Valley Road School. Your child's teacher will inform you if there is any concern.

As a school we are committed to supporting children to develop mental health strategies through our Growth Mindset work.

Your child will have the opportunity to share their views through their school council representatives and during class PSHE lessons. As well as supporting your child to assess their own learning in class, we listen to their views to discuss new termly targets and review previous targets with them. We complete 'Voice of the Child' records each term with your child.

If appropriate, your child is given the opportunity to have support from our School Counsellor.

Counselling/Play therapy

Helen Decardi-Nelson is our counsellor and play therapist. She has also worked at Valley Road School as a qualified primary teacher for a number of years. She has a BSc. in Psychology, a Post Graduate Diploma in Counselling and a Level 4 certificate in Counselling children and young people.

Helen works with any child who may need some additional support. This is a way for our pupils to have a safe outlet to express their feelings, even if they don't have the words. By building a trusting relationship, Helen lets children explore, through play, the emotions they are struggling to process and helps give them the space to disperse and diffuse any upset or confusion. Children can outwardly show symptoms of anxiety, stress, anger, withdrawal, tearfulness, or difficult behaviour when they are trying to unravel difficult feelings. These may be triggered by many reasons such as bereavement, change in family configurations, i.e. divorce, arguments at school, moving to a new house or a feeling of just being overwhelmed.

By offering this early intervention of exploration and support, your child can learn to feel calmer and more able to achieve their potential.

Helen is pleased to meet or have a phone conversation with you before seeing your child. She may see them for a one-off session or for weekly sessions over several months. Parent/carer consent is required before your child can access this service.

Young Carers

Helen also spends time with children who are young carers. A young carer has someone in their family who has a physical or mental disability, (this can include depression and ASD) or an alcohol or drug addiction. Young carer's lives can be more difficult than others, and Helen hopes to offer support and understanding to those children.

Accessibility to Premises and Facilities

How will the school assist my child with SEND to move around the building and access all lessons?

We have ramps and wheelchair friendly doors where required, and a lift to the playground. Children can access the same areas as their peers and take part in P.E. lessons in a way that is suitably adapted to their needs. We take advice from the Physical Disability Service/Occupational Therapist/Physiotherapist where required.

How will my child be included and helped in activities outside the classroom, including school trips?

All school trips are inclusive to all our pupils. Prior to each trip, it is carefully planned, staff will visit new locations to assess accessibility arrangements and appropriate risk assessments are carried out (in accordance with duties under the Equalities Act 2010). Staff are first aid trained and there will be sufficient staff/pupil ratios. If your child has specific medical needs, staff trained to support this will also attend the trip. Any medication will be kept with the adult supporting your child. We talk to parents and children when planning trips so that everyone is clear about what will happen. However, if you have any concerns about your child taking part in a school trip, please don't hesitate to discuss these with your child's teacher or the SENCo.

There is information about activities and events for children with SEND in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at: <http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/SchoolsAccessibilityStrategy.pdf>

Working with Others

Who will the school work with in supporting my child?

We have access to a range of specialist support services including:

- Counselling/Play Therapy *
- Educational Psychology *
- SENSS, who support children with communication and language, sensory needs and physical needs *
- Speech and Language (SALT) teacher*
- Communication and Interaction Support Service (CISS)*
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team - who can advise on all SEND related concerns
- Physiotherapy*
- Occupational Therapy *
- Early Intervention
- Children's Social Care*

What specialist services are available at the school to support my child?

*These services will support your child in school. They will always be happy to meet parents/carers or arrange a phone conversation at a parent/carer's request.

Our School Counsellor visits the school for 1 full day per week.

CAMHS like to meet parents/carers and children together for initial assessments and follow up meetings.

How will I work with the school and specialist services to support my child?

If any of these services become involved in supporting your child, they will request that you record any relevant information/concerns on the referral/permission form. Once involved, they inform you and the school of the outcomes and next steps through a meeting/phone conversation if requested and written report.

Please note that due to current Covid-19 restrictions, visits from outside agency support staff have been adapted. Health and safety regulations and risk assessments have been completed by the school and all services to ensure the safety of your child when working with them. Parents will be informed prior to any work/visit from outside agencies, and where appropriate, video meetings may be used as an alternative.

Transition

How will the school prepare and support my child to join and settle at the school or transfer between schools and year groups?

New Reception Class children:

One of our Reception class nursery nurses will plan to visit the pre-school or nursery setting your child is currently attending before they join Valley Road. We invite all new parents and their children to a new parent's induction session, providing you with relevant information and giving your child the opportunity to meet their new teacher, Mrs Richens, and their nursery nurses. Your child will also spend time in their new class. If it is necessary to inform Mrs Richens of any SEND or additional concerns, an extra meeting can be arranged with her and the SENCo. We will endeavour to make the transition to school as easy as possible for your child.

Children joining our school mid-year:

We encourage children who will be moving to our school to come and have a look round the whole school and spend time with their new class prior to their first day at Valley Road. Our pupils are very welcoming and are always excited about making friends with a new classmate. We will discuss any SEND or additional needs with you, before your child joins, in order to ensure appropriate provision is in place to support them. We will also contact your child's previous school to gather all information about your child's progress and needs.

Children moving year groups within our school:

All teachers are familiar with our children with SEND as their progress is regularly discussed and support is evaluated in termly whole-school provision meetings. Before the start of a new school

year, every teacher will have transition meetings with the class teacher above, to discuss all the children that will be moving up to them. Any SEND information will be explained in detail and concerns will also be highlighted. New teachers will be made aware of particular strategies and interventions that have been used to support children with SEND. Teaching Assistants will also have information passed on to them in order to support children appropriately from the start of the term. You will always be welcome to meet to discuss any concerns with your child's new teacher at the start of the school year.

Children moving to another primary or secondary school from Valley Road:

We will inform the new primary school of any additional support/provision required for children with SEND. We will inform any specialist support agencies of the move and will pass on this information to their new school.

We work very closely with Gillotts, our local secondary school. The SENCo has termly partnership meetings with the SENCo at Gillotts, where she is informed up to a year in advance about potential SEND provision that will be required for children moving to Year 7 from Valley Road School. All the Year 6 pupils will attend Pioneer transition days at Gillotts in the summer term before they leave us. Where it is felt necessary, extra transition visits will be planned, and children can be involved in Pioneer Plus activities. Our school counsellor, who works closely with the school counsellor at Gillotts, may also be involved with these visits. You can contact the SENCo at Gillotts via their school office, or if you would like Alice Gibson to contact her on your behalf, do not hesitate to contact her.

When we are informed of any other secondary school selected by our year 6 pupils, we will provide them with all necessary SEND information, and plan transition accordingly.

Staff Training and Knowledge

What training has the staff supporting my child with SEND had? /What expertise can they offer?

Our SENCo is a qualified teacher and holds the National SENCo Award qualification. She is highly experienced in identifying, assessing and supporting children who are vulnerable learners and those with Special Educational Needs and disabilities. She attends termly SEND update meetings with our Oxfordshire Inclusion Consultant, SENCos from other primary schools in the partnership and Gillotts Secondary School.

All members of staff have relevant SEND training and are familiar with best practice. They attend relevant INSET training and contribute to regular SEN discussions during staff meeting time.

All our Teaching assistants are trained to support the particular needs of the children they work with. They have training in phonics and precision teaching methods and will also be supported by the outside agencies working alongside particular pupils.

Any medical training required for staff is carried out by the school nurse.

Our School Governor, Mary Selvester, is a qualified teacher and an experienced SEN Governor. Irene Fox, a retired teacher, has also attended relevant INSET training for her role as SEN Governor. She meets the SENCO once a term to discuss any new developments, and the progress of children with SEND and those classed as vulnerable learners. She will also make class observations and produces a report for the head teacher and governors, which is shared at their termly meetings.

Our school Counsellor, Helen Decardi-Nelson, is very experienced and trained in working with pupils of all ages who are in need of emotional support. She works in school every week.

SEN Funding

How will the school allocate and match resources to my child's special educational needs and/or disability?

Pupils are supported by the class teacher and teaching assistants in order to help them progress. Children will be identified on the class provision map, which enables the right level of support to be allocated to each child, depending on their needs.

Additional funding can be requested from Oxfordshire County Council, in instances where a child requires more support than the 15 hours per week the school is expected to fund.

Local Offer

Oxfordshire's Local Offer contains lots of information for parents. Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Who to contact

If you'd like to give feedback, including compliments and complaints about SEN provision then please speak to either the Headteacher or the SENCo. Appointments can be made through the school office. We aim to respond to any complaints within 5 working days.

If you'd like impartial advice from SENDIASS Oxfordshire (formerly Parent Partnership Service) contact:

<http://schools.oxfordshire.gov.uk/cms/content/sendiaass-oxfordshire-formerly-parent-partnership>

If you'd like to know more about opportunities for children with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

The following link provides a list of useful websites for parents of children with SEN:

<https://www.oxfordshire.gov.uk/cms/content/useful-websites-parents-children-sen>