

Valley Road Primary School SEND

Information Report and Policy

September 2025

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

About our school

Family is what springs to mind when observing how adults and pupils are together. Caring relationships lie at the heart of Valley Road. Leaders make sure that pupils' individual personalities are brought to the fore. Ofsted 2022

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 Cygnets private nursery onsite. The school provides a breakfast club which is available at short notice to all pupils and an after-school club is run by Get Active Sports to provide care for Valley Road pupils until 6pm. These clubs are available for all families.

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 and 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 children with 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.

Aspirations for pupils with special educational needs and/or disabilities (SEND) are the same as for any other child. Leaders do not use a 'label' as a reason for lowering ambition. They ensure that assessments carried out are robust when identifying possible learning barriers. In lessons, adults use consistent strategies and approaches to enable pupils with SEND to learn the curriculum well. Ofsted 2022

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 (SENDCo), Sarah Redrup. She can be contacted via the school office on: 01491 573784 or via the school's email: office.2512@valley-road.oxon.sch.uk.

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 SENDCo 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 or by visiting: [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](https://sendiass-oxfordshire.org.uk)

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 some SENDIASS leaflets available in the school entrance hall, and we regularly post information on our Whole School Team (via Microsoft Teams) about issues/information relating to SEND.

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'](#) to help us identify children who may have a SEND.

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.

To access this and other Oxfordshire County Council guidance for SEND in schools visit: [Guidance and policies about SEN and disability | Oxfordshire County Council](#)

Our school also utilises the information contained in [Oxfordshire's Ordinarily Available Toolkit](#) which contains guidance on the provision that mainstream schools, such as Valley Road School, need to make for children and young people with special educational needs and/or disabilities in Oxfordshire.

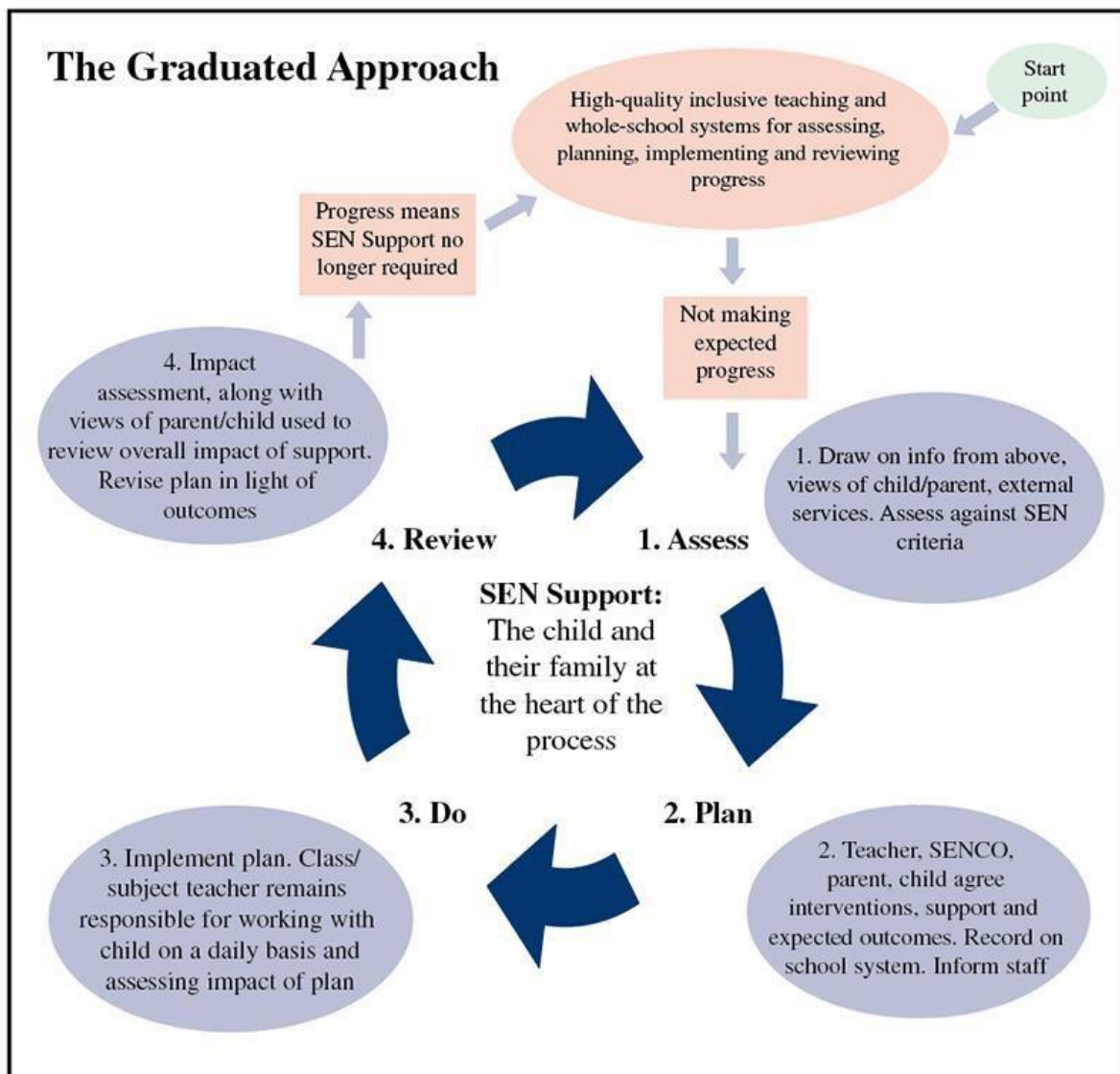
Assessment, additional support and the SEND register

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 identified, 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 or if their needs can be met through universal classroom practice and quality first teaching strategies.

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:

[Education, health and care plans and assessments | Oxfordshire County Council](#)

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 – this is our 'universal offer'. 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 upon your child's specific SEND need, your child may receive an intervention (a specific educational provision aimed to target a specific small step of learning) supported by one of our Teaching Assistants. Our Teachers and Teaching Assistants run a range of intervention programmes, catchup 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. The school employs a Teaching Assistant who has trained to deliver ELSA (Emotional Literacy Support).

Inclusive support series

The inclusive support series are strengths-based tools to identify reasonable adjustments in learning settings. They can be used to facilitate conversations with class teachers about a specific pupil(s) and to develop inclusive practice. We use these documents to help us identify the best way to support your child.

- [Inclusive support series - Autism \(pdf format, 129KB\)](#)
- [Inclusive support series - Enabling inclusive environment \(pdf format, 170KB\)](#)
- [Inclusive support series - Literacy difficulties \(pdf format, 180KB\)](#)
- [Inclusive support series - Maths \(pdf format, 170KB\)](#)
- [Inclusive support series - SEMH \(Primary\) \(pdf format, 700KB\)](#)
- [Inclusive support series - SEMH \(Secondary\) \(pdf format, 747KB\)](#)
- [Inclusive support - Sensory processing \(pdf format, 214KB\)](#)
- [Inclusive support series - Speech, Language and Communication difficulties \(pdf format, 206 KB\)](#)
- [Inclusive support series - Working Memory \(docx format, 163 KB\)](#)

Current Intervention Programmes available at Valley Road School

Key stage	Intervention Programme
Early Years Foundation Stage	Little Wandle Keep-up phonics Speech and language support Reception Narrative Spirals social communication Talktime 1 Communication Cookbook Precision teaching: language and numeracy EAL support Sensory Circuits Transporters – World of Emotions Attention Autism: Bucket Time Zones of Regulation/Growth Mindset* Widgits*
Key Stage 1	Little Wandle Keep-up phonics Social Skills Nurture Group, e.g. Spirals Talktime 1/Talktime 2 Reception Narrative Launch into Reading Success Precision teaching: language and numeracy Write from the Start O.T. Handies/Vizzies programme EAL support Colourful Semantics Sensory Circuits Zones of Regulation/Growth Mindset* Transporters – World of Emotions Attention Autism: Bucket Time Widgits*
Key Stage 2	Social Skills Groups Anger Management Nurture Group Project X Code (reading) New Reading and Thinking (reading comprehension) Buzzard Precision Maths Precision teaching: phonics and spelling Maths Focus Support Precision teaching: maths Write from the Start EAL support Narrative Therapy Sensory Circuits Nessy Spelling and Reading Zones of Regulation/Growth Mindset*

	Widgits*
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*The whole school uses Widgits, Zones of Regulation and Growth Mindset 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.

For information about Access Arrangements for National Testing, visit:

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

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, through TEAMS, through newsletters 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.

Mr Tim Coulson is the school Mental health Lead having completed her DFE approved training in 2025.

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 supported by our use of The Zones of Regulation.

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

The school has support from a qualified Counsellor who can deliver 1-1 play based therapy for up to six pupils at a time. 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, our counsellor 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.

Following a referral from the school, our counsellor is pleased to meet or have a phone conversation with you before seeing your child for a minimum of 10 sessions. Further sessions (up to a maximum of 30) may be offered if deemed appropriate by the SENDCo and Headteacher. Parent/carer consent

is required before your child can access this service and we do operate a triage system. We are able to support parents and carers in a number of other ways to support their child's mental health including signposting to National and Local NHS support, online support and local counselling facilities.

Young Carers

A young carer is someone under the age of 18 who helps to care for a family member, relative or friend. A young person aged 16-25 with caring responsibilities can be known as a young adult carer. As many as 1 in 5 children and young people are young carers in the UK.

Young carers often do a lot of helpful things, such as:

- Cook and prepare meals
- Help with the shopping
- Clean around the house
- Manage medicines or money
- Give personal care
- Help their special person move and get out of the house
- Look after their siblings
- Give emotional support
- Keep an eye on things generally

If young carer families start to struggle financially, young carers also often take on work in addition to their caring responsibilities.

Being a young carer can make young people feel good about themselves and proud of the useful skills they learn. However, many young carers don't see themselves as carers and miss out on getting the help and support they often so desperately need and deserve.

Young carers take on caring responsibilities not just occasionally but as part of their everyday lives, often over a long period of time, meaning they also often miss out on opportunities that other children have to play, learn and be young.

Many struggle educationally with being able to focus on school whilst overwhelmed by other worries or can be bullied for being 'different'. They can become isolated, with no relief from the pressures at home, with 1 in 3 young carers saying that caring makes them feel stressed. Valley Road school is committed to offering support and understanding the needs of Young Carers and is pro-active at identifying these children. We have established links with the following organisation to support our work with Young Carers. Information for parents/carers can be found here:

<https://befreec.org.uk/about/>

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 safe route for access 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 SENDCo.

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 latest SEND Strategy can be read here: [Local Area SEND Strategy | Oxfordshire County Council](#)

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*
- BeFree YC Oxfordshire*

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 and can support up to six children at a time.

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.

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 staff 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 and their nursery nurses. Your child will also spend time in their new class. If it is necessary to inform the reception Team of any SEND or additional concerns, an extra meeting can be arranged with them and the SENDCo. We will endeavour to make the transition to school as easy as possible for your child.

For children with an identified SEND, we will work alongside the Early Years Support Team to ensure your child's needs are catered for when joining our Reception class. We use the guidance and support of the Early Years SEN Toolkit which you can access here: [Early Years SEN Toolkit](#).

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 SENDCo has termly partnership meetings with the SENDCo at Gillotts and other local Primary Schools, 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 are invited to attend Pioneer transition days at Gillotts in the summer term before they leave us alongside their current Year Six teacher.

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 SENDCo at Gillotts via their school office, or if you would like Caroline Lock 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 SENDCo is a qualified teacher and is currently working to achieve the new NPQ SENDCo qualification; she has previously held the position of SENDCo in a three form Junior School in Buckinghamshire. 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, SENDCos from other primary schools in the partnership and Gillotts Secondary School. We also have two additional members of staff who hold the National SENDCo Award qualification.

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. The school uses Little Wandle to teach phonics.

Any medical training required for staff is carried out by the school nurse and our staff receive regular updates to their First Aid training. All staff are also fully up-to-date with appropriate Safeguarding training, including PREVENT.

Our SEND Link Governor is Mrs Claire Samson-Rogers. She meets the SENDCO at least termly to discuss any new developments, and the progress of children with SEND and those classed as vulnerable learners. She may also visit classes. She produces a report for the head teacher and governors, which is shared at their termly meetings.

Our school Counsellor, Imogen Tonder, is very experienced and trained in working with pupils of all ages who are in need of emotional support.

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 cost of 15 hours per week the school is expected to fund from its delegated budget.

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>

You can also read Oxfordshire's current SEND Strategy here: [Local Area SEND Strategy | Oxfordshire County Council](#)

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 SENDCo. 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:

[SENDIASS Oxfordshire | Oxfordshire County Council](#)

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:

[Disability and additional needs | Family Information Directory \(oxfordshire.gov.uk\)](#)

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>