

Valley Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2024-25

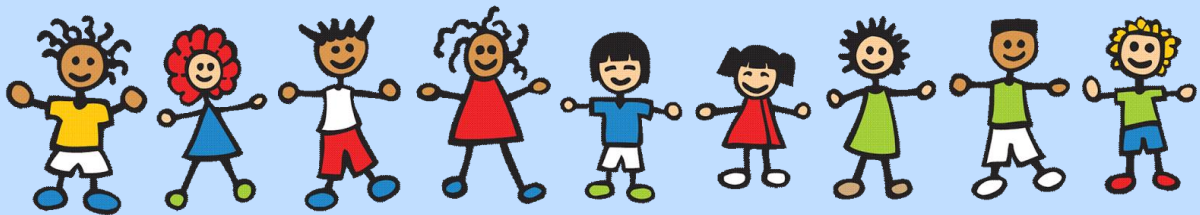
CARE

LEARN TOGETHER

AIM HIGH

BE HONEST

LOOK AFTER WHAT WE HAVE



This SEND Information Report has been co-produced with key stakeholders that include: Pupils, Parents/Carers, Staff and Governors.



Provision of SEND at Valley Primary School



Valley Primary School is an inclusive school and offers a range of provision to support children with different areas of SEND. The UK Government published a Special Educational Needs and Disabilities (SEND) Code of Practice (DfE:2015) identifying four broad areas of need:

- **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - ASC (Autistic Spectrum Condition)
 - SCD (Social Communication Difficulties)
 - Tourette's Syndrome
- **Cognition and Learning Difficulties**
 - SpLD (Specific Learning Difficulties)
 - Moderate Learning Difficulties
 - Dyslexia
 - Dyscalculia
- **Social, Mental and Emotional Health (SMEH)**
 - Mental Wellbeing
 - Anxiety and Depression
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - FASD (Foetal Alcohol Spectrum Disorder)
- **Sensory and/or Physical Needs**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment
 - Physical Disability (PD)
 - Medical Needs

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

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.



Contact Information



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

If you have concerns about your child, in the first instance, you should speak to your child's class teacher. He/she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND policy.

You may then be directed to the Special Educational Needs Coordinator (SENCO):

Mrs. Alexandra Crawford-Jones Email: aciones@valley.bromley.sch.uk

She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy. Please see the SEND policy on the schools website for more information.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the range and level of support offered to their child and included in reviewing how their child is doing
- Ensuring that parents are consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Head Teacher: Mr Stephen Jackson Email: sjackson@valley.bromley.sch.uk

He is responsible for the day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

SEN Governor / Trustee: Mr Robert Girling Email: rgirling@valley.bromley.sch.uk

He is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Mental Health and Wellbeing Lead: Mrs Coulson Email: rcoulson@valley.bromley.sch.uk

She is responsible along with the Wellbeing Committee in supporting and developing wellbeing across the school. This year the school is in the process of achieving the Wellbeing Award.

Autism Champion: Pending Appointment Email: admin@valley.bromley.sch.uk

She works closely with the SENCO to support children with social and communication difficulties. She is responsible for supporting staff with information and strategies to use when working with children with autism.

Communication Champions: Mrs Maunder Email: admin@valley.bromley.sch.uk

They work closely with the SENCO and are responsible for supporting staff with information and strategies to use when working with children with speech and language/communication difficulties.

Social, Emotional, Mental Health (SEMH) Champion: Mrs Lewis Email: admin@valley.bromley.sch.uk

She works closely with the SENCO to deliver SEMH interventions such as ELSA and The Zones of regulation.



Identification of Pupils with Special Educational Needs



How are pupils with Special Educational Needs identified?

How are the needs of Special Educational Needs pupils assessed?

How will I know about the support and progress of my child?

Will my child have the opportunity to share their views?

How does the school consult and work in partnership with parents?

While we identify needs under main areas, using observation, assessment and/or diagnoses, it is important to understand that each child is individual and the way in which their needs present and impact on their development and self-esteem will be unique.

On-going monitoring takes place by class teachers to identify pupils who are not making enough progress or who have behaviour needs that are affecting their ability to engage in learning activities. The class teacher will also meet parents on a termly basis at Parent's Evenings to discuss children's individual needs, support and progress. The SENCO is also available at Parent's Evening to discuss individual needs and provision.

After discussions with key staff and parents, if your child meets specified criteria, additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage.

Any additional support is documented in a Class Provision Map and/or an Individual Provision Map (costed), Pupil Resource Agreement (PRA), Education Health and Care Plan (EHCP) or Behaviour Support Programme. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases, additional teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Formal review meetings are held termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. Pupils also have the opportunity to review the support they are given by completing a pupil questionnaire (Pupil Voice). The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include a referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement (PRA) or an Education Health Care Plan (EHCP) will be drawn up and implemented based on information and views from parents, pupils, the school's Educational Psychologist as well as other professionals.

We pride ourselves on building positive relationships with parents and welcome your support in building a team around your child. The school develops partnership links with parents through:

- Coffee mornings
- Workshops with a focus on SEND
- A SEND working party – forum meeting 2 or 3 times a year to discuss SEND at Valley
- Parentmail SEND group mailing list so parents can be informed of any local events, talks, visit opportunities etc. linked with SEND.

We strive to work in partnership with families by developing open and honest relationships from the moment a child enters our school. We do this by:

- As part of a child’s induction to Reception a home visit/meeting is organised for every child’s parents to meet with the EYFS team prior to starting school. Where a child is known to have additional needs or where there is already an EHCP in place, the SENCO will liaise with the pre-school / nursery setting. As a next step, The SENCO will sometimes visit the the pupil in their pre-school with the support assistant assigned to support the pupil at Valley. This is in order to build early relationships and ensure as smooth a transition as possible.
- Class teachers will talk to parents if they have any concerns about a child’s progress.
- Parents are welcome to contact class teachers if they have any concerns about their child
- Termly parent consultation meetings with class teachers. The SENCO is available throughout these evenings and will try to attend any meeting where a teacher or parent makes a specific request. The SENCO has an open-door policy and will regularly meet with parents of children with SEN. She is also available via telephone or email consultation.
- Parents attend annual reviews for children with Education Health Care Plans or Pupil Resource Agreements. We always take into account the pupil’s views and opinions and, in agreement with parents, we will invite a child to the review meeting if deemed appropriate and considered to be in the best interests of the child.



Supporting Pupils with Transition



How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition.

When moving to another school:

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- We will ensure that all records are passed on as soon as possible.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings. A familiar member of staff will accompany in order to ease transition.

When moving classes in school:

- An information sharing meeting will take place with the new teacher
- A transition booklet is made and shared with the child, parents and new staff
- Opportunities to visit the new class / teacher
- Resources move with the child e.g. now/next board, sloped writing boards etc.

In year 6-7 transition

- The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support that has had the most impact.
- In some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan that may include more visits to the new school and/or additional visits from the new school.
- If appropriate, we will arrange informal visits to the new school for the child to enable them to become familiar with their new surroundings. A familiar member of staff will accompany in order to ease transition.
- Bromley Mentoring Service is available for identified vulnerable children. Children meet up, once a week, with an adult mentor throughout Year 6 and this continues into Year 7 at the child’s new secondary school wherever possible.



The approach to teaching pupils with Special Educational Needs



How will teaching be adapted to meet the needs of my child?

How will the curriculum be adapted to meet the needs of my child?

How will the learning environment be adapted to meet the needs of my child?

What additional support is available for my child?

The school day (8.55am -3.30pm) is made up of a curriculum that is balanced and broadly based. We follow the National Curriculum for England for English and Maths, and use the International Primary Curriculum for other areas e.g. History, Geography and Science. Pupils have a 15 minute morning break time and an hour lunch break. Pupils in Key Stage 1 also have a 15 minute afternoon break time. Classes are up to 30 pupils of mixed ability. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Split input method is used across English and Maths daily to ensure that all groups of children are moved on in their learning at appropriate points ensuring pupils make accelerated progress.

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Personalised daily planning takes into account individual pupil’s needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities; give more help and support to certain pupils in the class and set open ended tasks and allow pupil response at different levels. Teachers ensure that a variety of learning styles (visual, auditory, kinaesthetic) are catered for. Kinaesthetic resources are used such as Numicon, multilink, puppets, story sacks, and iPads. Differentiated homework is provided for all pupils and support in class is given by the Class Teacher if it is needed for homework.

Support staff are used effectively to give individualised and whole group support. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

A range of resources/aids are accessible for all pupils to support them with their learning including time out cards for learning breaks or for addressing medical/physical needs, now/next boards, use of headphones, private work stations, sand timers, fiddle toys, movement cushions/wedges, writing slopes, individual visual timetables and a plethora of visual supports and scaffolds to assist independence.

Safe space/break-out areas can also be made available for those pupils who may need them e.g. pop up tent, an allocated quiet area outside the classroom.

Regular meetings with teachers and support staff take place so that important information about a pupil is shared. Children's needs and training are also delivered in these meetings. Teaching staff have a handover from the previous teacher, meetings take place with the SENCO plus individual provision maps are available on the school secure shared site.

In addition, we have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs.

We also work with the SEN Transport Team for those pupils who are eligible for travel assistance. For more information regarding home to school travel and transport assistance, click on the following link:

https://www.bromley.gov.uk/info/8/special_educational_needs/59/home_to_school_travel_and_transport_assistance_-_sen

Access to learning and the curriculum

Pupils may have access to learning support staff in:

- Core subjects – Reading/Writing/Maths
- Other curriculum areas
- Small groups in and out of the classroom
- Specific intervention programmes

Strategies/programmes to support Speech, Language and Communication:

- Speech and Language therapist advice disseminated to, and followed by, Class Teachers, Teaching Assistants or Individual Support Assistants
- Parents invited to attend their child's speech and language sessions termly (MAPS Speech and Language)
- Specific differentiation or modification of resources e.g. symbols; practical hands on activities etc.
- Speaking and Listening groups – Talk Boost, Conversation Skills
- Social Skills Groups

Strategies to support/develop English:

- Focused reading sessions with groups or paired reading
- Small group reading programmes
- DfE accredited phonics scheme including catch-up units
- Access to structures programmes e.g. Project X Code, Catch up Reading programme, IDL Literacy
- Small groups to develop phonics, spelling, extend/enrichment writing, hand writing skills (Fine Motor), Toe by Toe programme.

Strategies to support/develop Mathematics:

- Small group intervention programmes – booster groups
- Maths Shed, Times Tables Rock Stars including NumBot units
- Access to 1:1 programmes e.g. Catch Up Maths, IDL Numeracy

Strategies to support/develop Social, Emotional and Mental Health Needs:

- Small group intervention programmes e.g. self-esteem, anxiety groups, friendship groups
- ELSA (Emotional Literacy Support Assistant)
- Use of programmes and visuals – Zones of Regulation
- Use of learning/movement breaks and Sensory Circuits
- Access to the school's Sensory Room

- Pupils with SEND and their parents invited to termly ‘family workshop’ sessions.

Provision to facilitate/support access to the curriculum:

- Additional support from a Teaching Assistant or Individual Support Assistant
- Differentiation or modification of resources
- Adaptations to the learning environment e.g. Workstations, learning breaks

Strategies/support to develop independent learning:

- Mentoring by peers, support staff or teaching staff
- Home-link diaries
- Alternative recording methods

Tests and Examinations: Access Arrangements

For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of National tests e.g. Key Stage 2 SATS (movement breaks, 1:1 reader, extra time). The school makes applications for access arrangements in line with the timescales set by the QCA.



Expertise and Training

How skilled are staff in meeting the needs of my child?



An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and enable them to support children with Special Educational Needs. Expertise and training for all staff is also available through the Multi Academy Trust – Connect Schools Academy Trust (CSAT).

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with SEND.

If your child presents to us with a need that we have not encountered before, we will seek advice and training. We also value your knowledge and experience as parents to help us support your child in having the most positive learning experience at Valley.

We also have staff with specialised expertise and/or qualifications in school including:

- Accredited Training for Pupils with ASC – Autism Awareness
- Autism Champion – keeping up to date with current strategies and developments, attending termly network meetings in Bromley
- Specific Learning Difficulties (SpLD) – Dyslexia, IDL
- Hearing Impairment – Deaf awareness
- Behaviour Management - Challenging Behaviour, Behaviour Matters
- Catch Up Reading and Maths programmes
- Moderate, Severe and Complex Learning Difficulties
- Speech & Language – ELKAN, Talk Boost, NELI
- Communication champions - keeping up to date with current strategies and developments, attending termly network meetings in Bromley



Equipment and Facilities

*What equipment and facilities will you use to support my child?
How will you secure this?*

If your child needs particular equipment or facilities provided for them, a request will be made to the appropriate agency to secure funding for this.

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice from professionals disseminated and followed e.g. sensory circuits, exercises, touch typing
- Purchase and use of any recommended equipment and resources e.g. wobble boards, gym balls

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis to access the curriculum i.e. Soundfield System



Effectiveness of the Provision



*How will you assess the impact and effectiveness of the provision being provided for my child?
Will my child be able to engage in activities available to those in the school who do not have SEND?
What if the provision is not working?
Who do I talk to if I am unhappy with my child's support or progress?
What do I do if I have a complaint about SEND provision?*

We will continually assess the impact that the provision is having on your child through a number of ways in order to ensure your child is making progress in their learning.

- Learning walks – class, group interventions and 1:1 support
- Observation evidence – class and intervention group and 1:1 support
- Book looks – evidence in books showing progress
- Class Provision Maps – These outline all the interventions supporting the children in each class and have been introduced this academic year. It will detail the interventions taking place, set achievable targets and record the outcome so that the effectiveness of the intervention can be measured.
- Review meetings
- Pupil progress meetings
- Pupil voice – pupils with SEND have various opportunities throughout the year to talk about their educational experiences and the progress they feel they are making.

Planning, assessment, evaluation and next steps:

- Collation of Class Provision Maps – half termly reviews
- Individual Provision Maps – termly reviews
- Classroom Monitor – pupil tracking system
- Intervention programmes – analysis of progress towards targets

- Fisher Family Trust data analysis
- ASP (Analyse School Performance) data analysis

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.
- Topmark Sports provide our holiday club provision outside of term time and is available to all our pupils.
- All pupils are encouraged to go on the residential trips in Year 4 and in Year 6.
- All pupils are encouraged to take part in sports day/school plays/trips etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Pupils with SEND are actively encouraged to stand for School Council elections and, on a termly basis, different groups of pupils including those with SEND are invited to attend School Council meetings as guests.
- Pupils with SEND are encouraged to apply for positions of responsibility including Peer Mediators, Sports Leaders, OPAL Leaders.

Complaints about SEND provision

Interventions/provision put in place do not suit everyone and sometimes we need to try a few different approaches before we find the one that works best for your child. If you are unhappy with your child's support or progress, please speak with the Class Teacher and/or SENCO.

Complaints about SEND provision in our school should be made to the SENCO in the first instance. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



Support for Social, Emotional and Mental Health (SEMH)



The social, emotional and mental health of the children at our school is of utmost importance. The support given to children includes:

- Personal, Social and Health Education (PSHE) where lessons are taught weekly covering a range of topics.
- Assemblies focusing on British Values such as democracy, respect, tolerance, hope and aspiration
- Assemblies and activities to raise awareness e.g. Autism Awareness week
- Visitors and organisations such as NSPCC are invited in to school to deliver workshops with the children
- Annual anti-bullying week
- Children's Mental Health Week
- Group and individual support from Bromley Wellbeing Service e.g. workshops for Years 4, 5 & 6.

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Small group programmes e.g. Social Skills; Lego Club
- Lunch Time Club – playtime support/board games and activities supported by a Teaching Assistant
- Mentoring
- Listening to children's views
- Regular "celebration of success" opportunities
- Self-esteem intervention groups

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Transition support, visits and events
- Reduced or modified time-table
- Mentoring
- Peer Mediators
- Regular contact and liaison with parents

Strategies to support / modify behaviour:

- School rewards and sanctions as set out in the School Behaviour Policy
- Individualised Behaviour Programme

Support/supervision at unstructured times of the day including personal care:

- Break time and Lunch time support
- Trained staff supervising during break times

Measures to prevent bullying:

We will not tolerate bullying of any type and if you feel your child is being bullied please refer to the school policy on bullying which can be found on the school website.

We also have relationships with external charities such as British Red Cross and Chartwell Cancer Trust as well as agencies such as Bromley Wellbeing who can offer services of support and guidance.



Support Services



What support from outside agencies does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure the needs of all children are fully understood and met. These include:

- **Educational Psychology Service:** The school's Educational Psychologist is: Kiera Farrelly. Kiera completes assessments of children's cognitive abilities, carries out observations, meets with staff and parents and provides advice to the school.
- **Social Communication Team:** A member of the team visits the school to observe and provide advice to the school and parents.
- **Sensory Support Service:** The Sensory Support Team (Visual and Hearing Impairment) visit regularly to observe children and advise staff on strategies and resources to support access and inclusion.
- **Speech and Language Therapy:** The school makes referrals to Bromley Speech and Language Therapy Service as required and implements any recommendations following specialist assessment. The school's Speech and Language Therapist is Louise Lambert (Multi-Agency Professional Support LLP) and she

works with children in school once they have had their initial assessment with Bromley. Children with EHC Plans see Bromley's Speech and Language Therapists.

- **School Nurse:** Offers medical advice.
- **Occupational Therapy/Physiotherapy:** The school makes referrals to the Occupational Therapy/Physiotherapy Service as needed. Advice on suitable resources and strategies are provided for home and school
- **Paediatric Services:** Referrals are made when appropriate after full discussion with the parents
- **Bromley Wellbeing:** Referrals are made when appropriate after full discussion with the parents
- **Bromley Children's Project:** This service offers impartial information, advice and support for parents of children with special educational needs as well as information and advice for all parents on their child's transition from primary to secondary school
- **Bromley Mentoring Service:** Weekly mentoring for pupils in Year 6 where the Mentor moves to secondary school with the pupil
- **Information, Advice and Support Service (IASS):** This service offers impartial, confidential information advice and support for parents/carers of children with special educational needs.
<http://www.bromley.gov.uk/parentpartnership>
- **Support for Children Looked After (CLA):** The Head Teacher works with the allocated Social Worker and Virtual Headteacher to oversee and monitor provision for children who are in care of the Local Authority.
- **Voluntary Agencies including:**
 - **Dyslexia Association of Bexley, Bromley, Greenwich and Lewisham** – Provide information and support for families with a child who has Dyslexia. <http://dyslexiawise.co.uk>
 - **MENCAP** – They offer independent, impartial, confidential advice and support for parents/carers. <https://www.bromleymencap.org.uk>
 - **Bromley Parent Voice** - We also work with Bromley Parent Voice who are a charity working in partnership with providers to give families a voice.
<http://www.bromleyparentvoice.org.uk>



The Local Offer

What is the Local Authority (LA) Local Offer?



Local Authorities and schools are required to publish and keep under review information about services that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged 0-25. This is called the 'Local Offer'. The intention of the Local Offer is to be a valuable resource in sharing the local services and provision available to families.

You can access the Bromley Local Offer at the following web address:

https://www.bromley.gov.uk/info/10122/children_and_young_people_with_disabilities



We like to work in collaboration with parents and value your views and comments about our school SEND provision. The SEND Information Report is updated annually and therefore we ask that if there is any other information you feel would be of benefit, please do get in touch. We will work with you to ensure that your questions are answered within the SEND Information report. Each year a reminder will go out on the school's newsletter giving you the opportunity to do this.

SEND School Information Report

Staff responsible	SENCO
Date of Review	January 2024
Date of Next Review	January 2025