

SEND Policy

The Valley Community School



Reviewed by: Ann Marie Owens - September 2025

Review Date: September 2026

	Summary of changes made	Reviewed By
Sep-24	No Changes	
Sep-25	Changes to final paragraph which details use of designated breakout spaces	KN/AMO

Head teacher: Mr K Naughton

Inclusion Lead and SENCO: Mrs A M Owens

SEN Governors: Mrs C Bryant & Mr I Patel

Aims

At The Valley School, we strive to support all children to achieve their very best by:

- Being committed to giving all of our children every opportunity to achieve the highest of standards.
- Ensuring we take account of the achievements, attitudes and well-being of all our children.
- Ensuring that all children, regardless of their abilities or disabilities, have full and equal access to all areas of the curriculum and are fully integrated into all aspects of school life.

Objectives

- To identify and provide for pupils who have special educational needs and other needs.
- To work to the guidelines set out in the Code of Practice.
- To operate a 'whole pupil' approach to the management of special educational needs.
- To provide support and advice for all staff working with special needs pupils.
- To develop and maintain partnerships with parents
- To ensure equal access to curricular and extra-curricular activities for all pupils.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

These can occur in any of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical needs

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, **or**

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

SENCO

The SENCO will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head teacher

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and adaptations, and how they can be linked to classroom teaching
- Adapting the curriculum to meet the needs of all pupils
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Complete reports requested by outside agencies, Annual Review forms and Individual Education Plans
- Be involved with consultation and planning with parents and SENCO and attend review meetings
- Where appropriate, share with the individual their learning targets and enable them to participate in decision making regarding their special needs
- Ensuring they follow this SEN policy

Teaching assistants

Each teaching assistant is responsible for:

- Liaising with class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately
- Implementing appropriate prescriptive, programmed interventions, monitoring their impact and feeding back to the class teacher
- Working with groups and individuals to help them become independent learners
- Attending review meetings when necessary

Identifying pupils with SEN – a graduated approach.

Pupils are identified by carrying out a detailed assessment of each child and their situation at the earliest opportunity to make an accurate and ongoing assessment of their needs. This includes an early assessment of speech and language by a qualified Speech and Language therapist and liaising with any health professionals involved on entry

At The Valley School:

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

Adaptations are made to ensure that all pupils can access the curriculum.

Wave interventions are used to ensure that **all** children make at least expected progress and due to a rigorous assessment and moderation cycle, bespoke interventions are quickly put into place. The impact of all interventions are monitored termly.

Wave 1 adaptations to address specific cohort issues.

Wave 2 interventions are specific short term programmes of study aimed at closing the gap for groups of children who are:

Behind AREL

Making slower progress than their peers

Have gaps in knowledge or misconceptions

Need consolidation of aspects of work.

Wave 3 interventions are specific daily 1:1 programmes.

If a child has completed 2 wave 2 intervention programmes for a specific concept or skill and has not made progress at a similar rate to the others in the group then a more individualised intervention is needed and the child is entered onto the SEN register. Further assessments are carried out to identify any specific barriers to learning and reasonable adjustments are made. Parents are consulted and if necessary outside agencies are contacted to assess child further and advise on appropriate support and actions. This is done through the Early Help system where we will discuss the needs of the individual/family in school and plan together the best use of advice and support from other agencies.

Assessment

All pupils must be assessed against the National Curriculum unless working *significantly* below AREL.

For those pupils working *significantly* below AREL:

- The Early Years Development Journal will be used during the EYFS and through to Year 1 Autumn 1 assessment period.
- Pupils will transfer to Educator Pre Key Stage Content Year 1 Autumn 2.
- The engagement model will be used to assess pupils working below the level of the national curriculum and not engaged in subject specific study.

Target assessment sheets must be stuck in the back of books and a copy kept in the pupils file.

Pre KS Standards are statutory end of key stage assessments i.e. Years 2 and 6 for those pupils working below the national curriculum assessment standard.

Professionals services include:

Our **School Nurse** who works closely with us and can advise and assess any medical needs. If a care plan is required this would be done in conjunction with the parent/nurse and reviewed annually as a minimum;

Our **Speech and Language Therapist** who works regularly in school and can advise upon whether your child would benefit from this support or assessment;

Our **Educational Psychologist** may give advice or complete a cognitive assessment;
Behaviour Support Professionals who give advice or can support pupils and families through intervention;

Ladywood Outreach Support who work closely with school and monitor the provision for those pupils on their caseload;

The progress and attainment of all pupils is reviewed every term during pupil progress meetings. Parents/Carers would normally be informed about their child's general progress and targets through the termly Parent's Evenings and reports and assertive mentoring meetings. They are also involved in Early Help updates which take place every 6 – 10 weeks as a minimum.

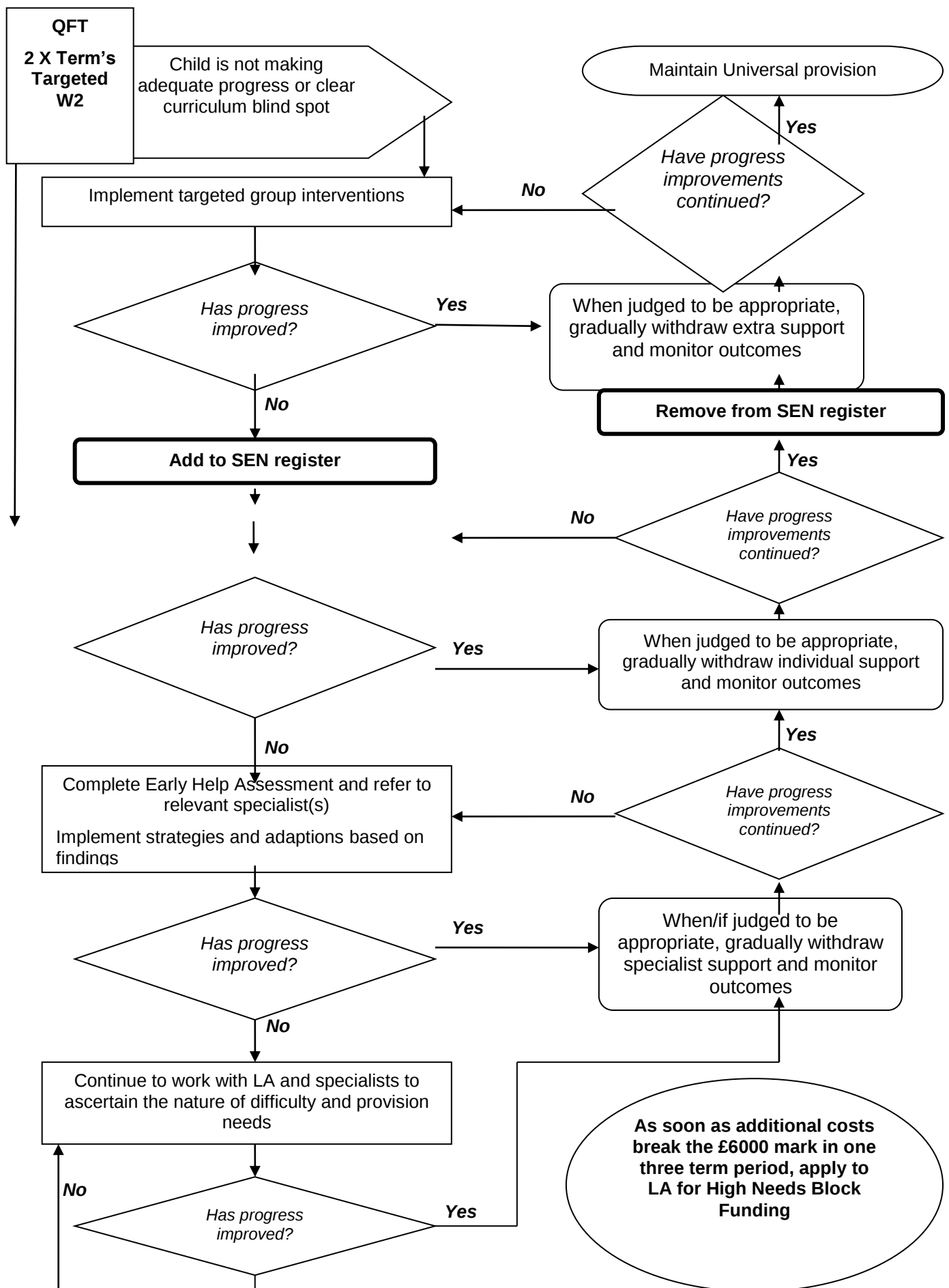
Children who do not make adequate progress due to attendance and punctuality, health and welfare, PPG, EAL or behaviour are not classed as SEN.

When progress improves, support is gradually withdrawn and if it continues to improve then the child is removed from the register but continued to be monitored.

High Needs Funding

If a child's needs are more complex or severe then an Educational Health and Care assessment may be applied for.

This document will describe a child's SEN and the special help they should receive. Education Health and Care Plans usually involve the Local Authority providing extra resources to help the child. These could include money, staff time, special equipment and attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include parent, teacher, SENCO, pupil and any outside agencies supporting the child.



The Valley School Local Offer

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Management Team within the school. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child with either the class teacher, the SENCO or the Senior Leadership Team.

How will school staff support my child?

- All children are provided with 'High Quality Teaching'
- The school SENCO has regular contact with the Educational Psychologist, Ladywood Outreach, Speech and Language Therapist and the local authority inclusion officer and any child needing support will be identified to the relevant professionals and given any support necessary.
- If a child requires Speech and Language support, school, with the permission of the parents, will put in a referral and an individual programme of study will be written by the Speech and Language therapist and delivered by a trained TA.
- Children identified as needing extra support will have interventions put in place and reasonable adjustments will be made to the provision they receive, including the environment.
- Some children may require further support and interventions delivered by outside agencies such as the Behaviour Team, Speech and Language, Ladywood Outreach Service, Occupational Health, physiotherapists or the Sensory Support Team.

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

- Parents are involved in 1-1 assertive mentoring meetings or parents evenings with their child and teachers every term. These meetings allow parents and staff to discuss any possible concerns and share new targets.
- IEP's, one page profiles, Pupil On A Page (POAP) and any reasonable adjustments or special programmes of study will also be shared with parents at these meetings to ensure a common approach.
- Agency reports will be shared and discussed on receipt through the Early Help system.
- Staff are available at the start and end of the school day to discuss any queries or concerns parents may have.
- Parents of children with an EHC plan are invited to the Annual / Key Stage review where a review of progress and suitability of provision takes place.

- Parent / teacher discussions take place before the involvement of any external agencies and parental permission is obtained prior to their involvement through the Early Help system.
- If a child needs an Education and Health Care Plan, parents will be consulted at every stage and their views taken into account.

How will the curriculum be matched to my child's needs?

All children are provided with 'Quality First Teaching'. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

All lessons offer challenge and support necessary for each child to learn and where necessary adaptations occur through the work set, questions asked and support given.

Pupils who require specific reasonable adjustments, adaptations or support will have their needs identified on a 'POAP' which is evaluated and updated each term.

Specific resources and intervention strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will I know how my child is doing and how will you help me to support my child's learning?

- Children's progress is shared with parents throughout the year during parents evenings, and assertive mentoring meetings where progress is discussed and targets set.
- We have an open door policy and welcome parents to come in and discuss their child if they have any concerns, with the class teacher or the SENCO.
- If teachers have concerns they will contact parents to discuss them and listen to any concerns that you may have too.
- The class teacher or SENCO will speak to you regarding any referrals to outside agencies to support your child's learning. You will be invited in to contribute to an Early Help assessment and to receive updates at least every 6-10 weeks.
- Education plans (IEP, IBP) are discussed and reviewed with parents each term.
- All children are tracked using school's data tracking.
- Termly reports are written for every child.

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

- We ensure that all children are supported socially and pastorally by staff, who know the children well.
- We offer a wide range of activities within school to support their social and emotional development such as school visits, educational trips, and links with other schools the community. A residential trip takes place each year.
- PSHE is delivered as part of the curriculum across the whole school through the Jigsaw scheme and this contributes to personal development by promoting social and emotional aspects of learning. It provides a framework and some ideas for teaching

social and emotional skills within discrete lessons, across subjects and outside the classroom.

- School has a medicine policy which supports parents/carers with the management of their child's medication within school and staff regularly undergo training in key areas such as moving and handling and the use of Epi pens and inhalers.
- If a child comes into school with a specific need, the school nurse or other relevant professional will provide the relevant staff with training. The school also has trained first aiders within school and at least one will be present on any visit outside of school.
- School has a behaviour policy which is known, used and adhered to by all staff across the school.

What specialist services and expertise are available at or accessed by the school?

- School employs staff trained to educate and care for children throughout their primary years.
- Staff are trained regularly in key areas of the curriculum and also in identifying and supporting children with specific difficulties around learning, child development and social and emotional problems children may experience.
- School has direct access to a wide range of services all of which can support both parents/carers and children. These agencies include: speech and language, CAMHS, Educational Psychologist, Behaviour Support, Early Intervention, SNUFFs, Social Services, Paediatricians and the School Nurse.

What training are the staff supporting children and young people with SEND had or are having?

- Staff receive regular training from the health service around key medical issues which could arise for children E.g. epi pen, hoist and manual handling training.
- All TA's are trained in First Aid.
- Training and CPD are identified on the yearly training plan and are linked to the schools priorities.
- The SENCO provides in-house training as necessary to support a particular child or group of children.
- Where necessary, specialist training is brought into the school.
- Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

- We are fully-inclusive and all children attend all events and trips and are encouraged to take part in all activities both within and outside of school.
- Where necessary, extra support will be provided to ensure full participation by all children and parents are fully-informed as to the trips and activities open to every child.
- Risk assessments are carried out and procedures are put into place to enable all children to participate.
- School has two mini- buses which allow access for wheel chairs

How accessible is the school environment?

- We have wheelchair access to all parts of the building.
- There are facilities for disabled changing and toilets which can accommodate wheelchairs and support individuals with a disability.
- We have hoist equipment for pupils who need it.
- A Computer suite is accessible across school and the use of computers and iPads enable all children to have access to new technologies to support their learning.

How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.
- A member of the Senior Management Team will either show the child and parents around school or be available to answer any questions

If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance.
- Your child will have transition visits to meet the class teacher and become familiar with their new classroom.
- A transition book will be made alongside pupils for those who would benefit from one.

In Year 6:

- The teacher and SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Where possible your child will visit their new school on several occasions.
- Transition documents clearly outline the needs of the cohort and any special provision, support or training that may be needed.

How are the schools resources allocated and matched to children's special educational needs?

- All classes have additional support staff, who are well trained, as well as an experienced teacher.
- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about what type and how much support my child will receive?

- These decisions are made in consultation with class teacher and SENco.
- Decisions are based upon termly tracking of pupil progress, diagnostic assessments and advice from by outside agencies.
- School operates a graduated response and provision for individual pupils will differ according to need.
- Parents and children are consulted at every stage of the process.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the class teacher, SENCO or a member of the Senior Leadership Team.

What happens if my child cannot cope in the main class activities?

The school has two has two timetabled breakout areas to deliver a bespoke curriculum. These are also be used in the event of a child going into crisis and where they are unable to self-regulate.

- Library area –designated for EYFS
- Community room

Where can I find information about Local Authority provision for children and young people with SEN?

<https://mylifeinbolton.org.uk/send.aspx>