

SEN Information Report

The Valley Community School



Last reviewed on:	September 2026
Next review due by:	July 2027

Our Vision Statement

“A world class centre of outstanding learning”

To achieve this we:

- are embracing the principles of lifelong learning, best use of new technology and “visible learning”
- are developing an international understanding of our place in the world
- are developing leaders and critical thinkers of tomorrow
- are meeting the requirements of the National Curriculum 2014

School Mission Statement

“Together we’re better”

Our guiding principles are:

- we work closely with our community
- we broaden our pupils’ perspectives
- we teach understanding and respect for others
- we value everyone’s abilities and support each other

Our core values:

- Acceptance
- Fairness
- Trust
- Equality
- Respect

SEN information report

The school fully meets the requirements of the The Equality Act 2010 which has replaced the Disability Discrimination Act (DDA). All reasonable steps are taken to ensure that no stakeholders are placed at a substantial disadvantage compared those without disabilities.

Our Mission statement "Together We're Better" underpins our whole ethos. We always do our best endeavours to ensure that *all* pupils have access to a rich, broad and balanced curriculum.

The school has held the Inclusion Quality mark for many years and is an accredited Dyslexia Friendly School.

We achieve educational inclusion by continually reviewing what we do, to ensure:

- All our children achieve their best.
- Promoting racial harmony and preparing pupils to live in a diverse society.
- Taking into account the range of teaching and learning styles to fully engage all pupils.
- Taking into account the variety of needs of our stakeholders.
- We monitor and action improvement regarding what we provide to our stakeholders.
- We strive to be successful in promoting issues of equality regarding race, gender, disability and ability, age etc through a comprehensive PSHE programme of study including collective assemblies and special celebration days.
- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in adapting the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

The kinds of SEN that are provided for:

Our school currently provides additional and/or adjusted provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Admission arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. All admission decisions are taken by Bolton Council and the school has no control or influence over any admission decisions. Please see their policy by following the link below.

<https://www.bolton.gov.uk/admissions>

- If you need any help registering an interest or completing the forms, please contact the School Office on 01204 332684 and ask to speak to Mrs Lauder. We are happy to help with completing forms and answer any questions.
- Pupils with SEND or undergoing an Education Health and Care Assessment still need to complete an application for admission. For further advice contact the Inclusion and Statutory Assessment Service on 01204 338653.

Access

- 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.
- There is a lift to the upper floor and an evacuation chair in case of fire. Staff are trained on using the evacuation chair annually.
- 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.

Further information on the following can be found in the Accessibility Plan which can be accessed via the school website or by phoning or emailing the school office office@thevalley.bolton.sch.uk 01204332684.

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment to ensure that pupils with disabilities can take full advantage of the education, benefits, facilities and services we provide.
- Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Consulting and involving parents

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately focusing on the child's strengths as well as areas of additional need

- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process.
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are. This will be done through the Early Help process.

Consulting and involving pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets, peer and self-assessment strategies. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

For those pupils not accessing the National Curriculum, the engagement model will be used to support learning and assessment. For those pupils working below the National Curriculum assessment standard Pre Key Stage standards will be used to report attainment at the end of KS1 and KS2.

Supporting pupils moving between phases

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of additional SEN support and all those with Education Health and Care Plans.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. 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.

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 is monitored termly.

Wave 1 interventions 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 AVEL
- Making slower progress than their peers
- Have gaps in knowledge or misconceptions
- Need consolidation of aspects of work.

If a child has completed 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.

Wave 3 interventions are specific daily 1:1 programmes E.g. SALT

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 the 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. We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- A lift is available to access the upper floor.
- There is a sensory room and two therapy / intervention rooms, which are adapted to meet the needs of current pupils.
- A wheel chair access mini bus is available for off site visits.
- We have wheelchair access to all parts of the building.
- There are facilities for disabled changing, showers and toilets, which can accommodate wheelchairs and support individuals with a disability.
- There is hoist equipment for pupils who need it.
- An evacuation chair is available on the upper floor.

Additional support for learning

All cohorts have a minimum of 1.5 teaching assistants who are trained to deliver a variety of interventions. In addition, all pupils with an Education, Health and Care Plan are supported by a Special Needs Assistant.

Expertise and training of staff

All staff receive regular training from the health service around key medical issues which could arise for children E.g. epi pen training.

- Mrs Owens (SENCO) is a trained Irlen assessor.
- All TA's are trained in First Aid.
- The SENCO attends L.A. training and attends key regional training which is then shared with all staff.
- The SENCO provides in-house training as necessary to support a particular child or group of children.
- The local authority Outreach Service monitor provision for those pupils on their caseload and provide training for staff including modelled interventions and strategies.
- School has Service Level Agreements with the Speech and Language Therapist Service; The Educational Psychology Service and Woodbridge SEND Service who support the school with assessing pupils needs and promote continuous CPD for staff with modelled interventions and delivering individual SALT programmes.

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 E.g. Hoist training, evacuation chair, Moving and handling.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Speaking to pupils
- Monitoring by the SENCO and SLT as part of the whole school monitoring cycle.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing IEP's each half term.

- Evaluating One Page Profiles (POAP), which identify reasonable adjustments, for those pupils at SEN support each term.

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip to Robin Wood.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- 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, and all staff trained to drive the buses also have accessibility training.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular clubs.
- Key workers are in place for any vulnerable pupil
- A range of social interventions take place for targeted pupils E.g. lego therapy, Sunflower Club, Nurture Group
- We have a zero tolerance approach to bullying.

Working with other agencies

We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help team
- CAMHS
- Educational Psychology Service
- Woodbridge SEND Service
- Health visitors
- Local NHS services
- Speech and Language Therapists

Complaints about SEN provision

Complaints about SEN provision in our school should be made in the first instance to the class teacher. They will then be referred to the school's complaints policy.

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

Contact details for raising concerns about SEN provision

Please contact the school office on 01204332684 and ask to speak to

- Mrs Owens - SENCO /Inclusion Lead/AHT
- Mrs Leonard - Pastoral Lead/DHT
- Mr Hossen - Head Teacher

The local authority local offer can be found by following the link below:

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

Monitoring arrangements

This policy and the information report will be reviewed by Mrs Bryant and Mrs Owens **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- SEN Policy
- Inclusion Policy