

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 'Quality First 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 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 differentiation occurs through the work set, questions asked and support given.

Pupils who require specific reasonable adjustments or support will have their needs identified on a one page profile 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.

PHSE 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, and all staff trained to drive the buses also have accessibility training.

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.

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

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