

## **Valley Primary Academy**

### **SEND Information Report for 2020-2021**

Part of the Norfolk Local Offer for learners with SEND

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND) [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer) . All governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually and is available on our school website or through the school office.

At Valley Primary Academy we value all members of our school community. Our local offer has been produced with pupils, parents and carers, Board of Trustees, and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

Sara Bush (Head Teacher)

Sarah Porter (Head of Quality Assurance for Inclusion)

Becky Clack (Trust Lead SENCO)

Daniella Morley (Assistant SENCO)

John Crofts (Trustee for Inclusion of the HEART Education Trust)

Christina Kenna (CEO of the HEART Education Trust)

### **Our Approach to Teaching Learners with SEN**

At Valley Primary Academy, we enthuse all to become lifelong learners equipped for the future by providing an excellent and inspirational education through a welcoming, safe, happy and supportive community. We strive to provide a welcoming, positive environment, enhancing the learning of all; both children and adults, regardless of ability, race or gender. We aim to work together - parents, staff, Trustees of the HEART Education Trust and children - for the benefit of **all** those who come to our school, including those with additional needs.

We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We also monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings.

### **How We Identify SEND**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (2015) defines SEND as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

**a) has a significantly greater difficulty in learning than the majority of others the same age, or**

**b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

A child *may* have SEND if

- His/her progress is significantly slower than that of their peers
- His/her rate of progress has dipped

In this case, information will be gathered, including seeking the views of parents, the pupil and teachers as well as assessments.

There can be a many reasons for learners ‘falling behind.’ These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND, but we would still provide additional support to help the child reach their potential.

At Valley Primary Academy, children have been identified as having SEND through a variety of ways including:

- Assessment and monitoring by a teacher that identifies children are performing well below age related expected levels and have not made significant progress after initial intervention and additional provision or support.
- Concerns raised by a parent – either on admission to school or at any stage during the child’s education.
- Concerns raised by children that they are struggling with learning, or aspects of school or home life.
- Concerns raised by teachers, pastoral or support staff regarding behaviour or self-esteem that is impacting on learning.
- Information received from previous school or nursery setting.
- Information or diagnoses received from external professionals such as speech and language, paediatricians, health visitor, etc.

### **What should I do if I think my child may have special educational needs?**

If you have any concerns regarding your child’s progress or well-being, then please speak initially to either your child’s class teacher, or the pastoral team to discuss your concerns.

Appointments can be made with the SENCo through the school office or website.

### **Areas of Need**

The SEN Code of Practice recognises four broad areas of need:

- Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and/or Physical Needs
- In 2020-2021 our SEN profile shows that we have 26.7 % of children on our roll identified as having SEND. Of those:
    - 6.81 % are identified as having SEND linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
    - 16.48 % are linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)
    - 1.14 % are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
    - 5.11 % are linked to Social, Emotional and Mental Health difficulties (including ADHD, depression, and attachment issues)

### **What We Do to Support Learners with SEND at Valley Primary Academy**

At Valley Primary Academy we work hard to ensure that all children make good progress at school and to meet their individual needs. We believe that early identification of SEND and early intervention is essential in order for children with special educational needs to make good progress from their relative starting points.

Every class at Valley Primary Academy has children identified as needing additional provision. Valley Primary Academy strives to its best endeavours to provide an inclusive education, supporting all learners, including those with SEND.

As well as outstanding Quality First Teaching all our teachers are expected to adapt the curriculum to ensure access to learning for all the pupils in their class, as set out in the Teachers Standards 2011.

When a learner is seen to have SEND, we will provide support '**additional to**' or '**different from**' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. We will use a range of strategies to enable access to the curriculum and learning and to overcome individual pupil's barriers to learning. This can include:

- Visual timetables and other visual interventions
- Individual workstations
- Writing frames and scaffolds
- Ipads, laptops or other devices to record work in alternative manners
- Resources – fiddle toys, timers, talking tins, pencil grips, sensory equipment, writing slopes, ear defenders, word banks Dyslexia friendly teaching and learning strategies

This additional support, (often called 'intervention') will be tailored to meet the child's needs, and will target the area of difficulty. It may happen in class or in another area of the school, occasionally on a 1:1 basis but more often as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a highly trained teaching assistant. The support provided, and its impact, will be monitored closely and shared regularly with the child and with their parents or carers.

For some children this could be:

- Teaching Assistant supporting small groups within/and or outside the classroom
- Teacher supporting small groups within/and or outside the classroom
- Individual support usually from a Teaching Assistant
- Speech and Language sessions with our Specialist Speech & Language Teaching Assistant
- Forest School with our Specialist Forest School Leader
- Small group or individual Thrive with our Specialist Thrive Practitioner

The type of support and frequency is determined by the individual needs of the pupil. The aim is to enable access to learning and to overcome any barriers to learning.

We work with other schools in the HEART Education Trust and in our local area. We share our provision map and assessment tools to learn from each other, develop a wider understanding of different SEND, and share training opportunities.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do and Review.

**Assess** – we consider all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – now we can identify the barriers to learning and intended outcomes, we work out what additional support will be provided to help overcome those barriers. Decisions are recorded on a Pupil Support Plan and are reviewed termly, as part of Parent/Teacher Consultations.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – We measure the impact of support, and considering if changes need to be made. All of those involved – learner, their parents or carer, teacher and SENCo -contribute to this review.

If necessary, a new cycle (Assess, Plan, Do & Review) can begin

For the minority of pupils that cannot access, or be assessed against a mainstream curriculum Heartsease Primary Academy is part of the Norfolk Assessment Pathway (NAPS) and works together with other specialist schools and mainstream schools across Norfolk to assess, plan and track small steps of progress appropriate to our high needs SEND pupils.

While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health & Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan (replacing the old 'Statement of SEN').

### **Staff Training, Expertise and Qualifications**

<b>Qualification</b>	<b>Date Awarded</b>
Communication Champion (Advanced)	2019

Mental Health Champion	2019
National SENCO Award	2016
Master of Education	2014
Qualified Teacher Status	2007
Advanced Diploma in Child Development	2006
BSc Hons Psychology	2007

All our staff, both teachers and teaching assistants, receive regular half termly continuous professional development in SEND from the HEART Education Trust Inclusion Team. Alongside this staff access a range of external training and CPD across the year.

All staff have received training in Mental Health Awareness, Thrive and IKON Managing Challenging Behaviour Training. Additionally, staff are trained in delivering a range of interventions which include:

### **Speech, Language & Communication**

ELKLAN Speech & Language

Early Talk Boost

KS1 Talk Boost

KS2 Talk Boost

Speech Link

Infant Language Link

Junior Language Link

Wellcomm

Talkabout

Socially Speaking

Teddy Talks & Bears Banter (EAL)

TEACH strategies for ASD

### **Learning & Cognition**

Rapid Reading

Read, Write Inc

Rapid Phonics

Sounds Discovery

Catch Up Literacy

Precision Teach

Rising Stars Catch Up English

Nessy

Clicker

IDL Literacy

IDL Numeracy

Numicon

Becoming First Class @ Number

First Class @ Number

Rising Stars Catch Up Maths

## **SEMH**

Thrive

Outdoor Learning

Therapeutic Support

## **Physical & Sensory**

Fine motor skills programmes

Gross motor skills programmes

Sensory Integration

Sensory Circuits

## **How We Find Out if This Support is Effective**

The interventions used will be those that are proven to make a difference for most learners. The school uses evidence based interventions that have a secure research base that proves effectiveness and impact.

A baseline assessment is the starting point for an intervention. From this we can measure progress made by a child – and set a target outcome. Regular reviews will take place. These termly reviews will involve children, their parents or carers, and class teachers, with a record kept of agreed actions.

Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

## **External Advice and Support**

In addition to the expertise that we have in school and across the HEART Education Trust, more specialist advice is regularly sought for those children in need of additional support.

This is often secured through the Local Offer through:

- Sensory Support Service for children with visual or hearing needs
- Speech and Language Therapy (provided through East Coast Health, but funded through the Local Authority)
- Specialist Support Teachers from Dyslexia Outreach or the Specialist Resource Bases (SRBs)
- Point 1 support for emerging Mental Health Issues
- CAMHS
- The Norfolk Healthy Child Programme
- S2S – school to school support from the complex needs and specialist schools
- Signposting families to local and national organisations and charities that provide support or advice within the home

The school may also make referrals to:

- An educational psychologist or specialist learning support teacher
- Communicating Matters – speech and language therapists
- Respectrum – specialists in ASD, Behaviour, Sensory Processing etc.

Or Request the GP to make a referral to:

- Paediatrician
- Neurodevelopmental Services
- Occupational therapy
- Continence service

## **Specialist Provision**

On rare occasions it may be felt that based on the recommendations of external professionals that pupils require more specialist provision that Valley Primary Academy can offer, this may be for a time limited period or until a pupil is able to access a placement in a specialist provision. In these situations, in consultation with the pupil's parents or carers, Valley Primary Academy may apply for a place in:

- A Norfolk County Council Specialist Resource Unit (ASD, Speech, Learning & Cognition, SEMH)

Or

- Offer a placement in the HEART Education Trust's specialist inclusion classes Moonstone (KS1) based at Heartsease Primary Academy or The Launch Pad (KS2) at Lingwood Primary Academy, this is dependent on pupils meeting the entry criteria for these settings.

## **Other Opportunities for Learning**

At Valley Primary Academy we are committed to ensuring that all learners have full access to learning and the curriculum wherever possible. This includes all curriculum related visits and off-site activities. We believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all, wherever possible. Please contact us if your child has any specific requirements for extra-curricular activities.

## **Safeguarding Children with SEND**

At Valley Primary Academy, all staff are trained to be aware of the increased safeguarding risks for children with SEND. Staff are vigilant to risk and diligent in reporting concerns as set out in our Safeguarding Policy.

At Valley Primary Academy we take the responsibility to oversee the social and emotional development of *all* our learners seriously. This includes taking steps to prevent bullying (further information can be found in our Anti-Bullying policy). From time to time, some pupils, including those with SEND, require extra pastoral support and we make arrangements for them to share their views and worries.

## **Funding for SEND**

Valley Primary Academy receives notional SEND funding through the money received from the ESFA to support the needs of learners with SEND. Additional 'high needs' funding is available from the Local Authority through a moderated application process. This funding is used to purchase staff support time, specialist resources and equipment, specialist referrals and support and essential staff training.

## **Reasonable Adjustments**

Valley Primary Academy has a duty through the Equality Act (2010) "to take such steps as it is reasonable to take" to avoid "substantial disadvantage" to a disabled child. We endeavour to make adjustments to ensure that disabled pupils can fully participate in school life, these include:

- Providing auxiliary aids (such as ear defenders, coloured overlays, work stations, adapted equipment)
- Adapting resources such as enlarging texts, tinting whiteboards etc
- Flexible arrangements for pupil entering and leaving classes and school
- Additional support to overcome disadvantage during school

The school has to carefully consider the cost of making such adjustments and the potential impact on other children to ascertain whether an adjustment is reasonable.

## **Preparing for Next Steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that this 'moving on' can be difficult for all children, but especially so for a child with SEND and/or disability. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within school will take place in the Summer Term review meetings; for transition to secondary school, planning will take place in the Summer Term of Year 5 to ensure adequate time for planning and preparation.

During Year 6, information – previously agreed with parents – will be shared with the SENCo at the secondary school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Valley Primary Academy.

### **Have Your Say**

Valley Primary Academy is *our* community school. This report details our annual offer to learners with SEN. To be effective it needs the views of all: parents/carers, learners, directors and staff.

Please engage with our annual process to ‘assess, plan, do and review’ provision for SEND.

If you have any comments – or concerns, please contact Mrs Porter the Head of Quality Assurance for Inclusion through the school office.

### **Arrangements for Handling Complaints**

Any issues with SEND provision made for a child at Valley Primary Academy should first be discussed with the child’s class teacher, or with the Trust Lead SENCO, Mrs Clack, or Headteacher. If the complaint is not resolved at this point the complaint should be raised with Mrs Porter, Head of Quality Assurance for Inclusion, or the SEND Trustee for Inclusion, Mr Crofts. If you feel that issues have not been resolved to your satisfaction, please follow the Complaints Procedure detailed on the Valley Primary Academy website.

### **Useful Links:**

Details of the Norfolk Local Offer can be found at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Further information can be found on:

[www.dfe.gov.uk](http://www.dfe.gov.uk)

Support for parents is available at:

<http://www.norfolksendpartnershiassi.org.uk/>

<http://www.scope.org.uk/>

Date: 17<sup>th</sup> September 2020