



Special Educational Needs and Disability Information

School SENDCo: Adele Tong 0191 5002999

At Valley Road Academy we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children further additional support may be needed to help them achieve their goals.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Your child's **class teacher**

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Personalised Plan targets, and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.

The school SENDCo - **Adele Tong**

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - I. involved in supporting your child's learning
 - II. kept informed about the support your child is getting
 - III. involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND Provision Map and making sure that records of your child's progress and needs are kept.



The SEN member of Local Academy Council – Neil Clyde
Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

What are the different types of support available for children with SEN in our school?

- Class teachers have the highest possible expectations for your child and all pupils in their class.
- Teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Levels of Support

School Support (Level 1)

Specific group work and intervention which will be run in the classroom or outside by a teacher or support staff

School Support (Level 2)

This means they have been identified by the SENDCo, link SENDCo and class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from

ASD Outreach Team

Sensory Service (for students with a hearing or visual need)

Education Psychology Service (EPS)

Speech and Language

What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support



Education, Health and Care Plan (EHCP)

- This type of support is available for children whose learning needs are, severe, complex and lifelong.
- This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

School provision

In school we employ the following people to help your child (in addition to your child's class teacher)

Educational Psychologist
Speech and Language Therapist
Specialist Language and Communication Professional
Learning Support Assistants
Family Support Worker
SEN Teachers – KS1 and KS2 – who withdraw groups of children and support individual needs
Support staff who support Nurture Groups throughout school

In school children also have access to

SEND Provision

Valley Road SEN Provision is a 12 place specialist provision within school for pupils in KS1 and KS2 with specific learning difficulties.

Pupils attending the SEND provision (mornings) receive intensive support and teaching to address their educational needs. Pupils integrate into mainstream classes for a range of activities (every afternoon).

Pupils are identified from end of year data, SEND Provision Map and professional dialogue with staff.



SEND Provision is staffed by the Specialist SEN Teacher and support staff. In addition support is given the pupils from Dr Louise Clark (Educational Psychologist) and Helen Hughes (Speech and Language Therapist).

Nurture Provision

The Valley Road Nurture Provision is a 12 place specialist provision within school for pupils within KS1 and KS2 with specific nurture related needs. Early Years run a Nurture Provision every afternoon

The group will consist of 12 KS1 and KS2 pupils who have been carefully identified and selected via consultation with class teachers and using the Boxall Assessment Tool (Strengths and difficulties questionnaire). Pupils attending the Nurture provision (afternoons) receive intensive support and activities based around nurturing activities.

Children in school have access to the following materials to support learning and assess needs

Dyslexia Screen
Crossbow Education Visual Assessment
Benchmark Reading Assessments
'I can talk' diagnostic tool
Rapid Read, Write and Maths interventions
Cog Med
Toe by Toe
Gross and Fine Motor Skills Programme
Boxall Assessments

All teaching staff are also trained in

Primary Movement
Speech & Language identification and teaching to support pupil's needs
Assessing pupils needs using PIVATs

Some staff are

Team Teach Trained
Early Bird Trained

Local Authority Provision delivered in school

Autism Outreach Service
Educational Psychology Service
Sensory Service for children with visual or hearing needs
Parent Partnership Service
Health Provision delivered in school
Additional Speech and Language Therapy input
School Nurse
Occupational Therapy
Physiotherapy
CAMHS (Child and Adolescent Mental Health Services)
KS1 and KS2 Behaviour Teams

What provision is put in place to make sure my child is making the best progress possible?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed every half term in reading, writing and numeracy.
- Children may have a Personalised Plan which will be shared with parents / carers, reviewed, and a future plan made.
- The progress of children with a statement of EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.



- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of a child with a SEND?

- Your child's class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Adele Tong (SENDCo) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets will be written and reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Half termly coffee mornings are held for parents / carers of pupils with SEND – all are invited to attend.

In addition

- Carolyn Trueman runs a Parenting Puzzle Course which gives practical advice to support family life
- Half termly drop in sessions are held by Adele Tong (SENDCo) to answer any questions and give families support

How is Valley Road Academy accessible to children with SEND?

The building is accessible to all
Adapted toilets for disabled users
Wide doors throughout buildings
Any equipment used is accessible to all children regardless of their needs
Extra-curricular activities are accessible for children with SEND

How will we support your child when they are leaving this school or moving on to another class?

If your child is moving child to another school:

- We will contact the school SENDCo 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 and a meeting will take place with the new teacher. Personalised Plans will be shared with the new teacher.



- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- Adele Tong (SENDCo) will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How will the teaching be adapted for my child?

- 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.
- Support staff, under the direction of the class teacher, will support the needs of your child.
- Specific resources and 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 is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

The Head of School and SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support is reviewed regularly and changes made as needed.