



The Federation of Alver Valley Schools

SEN Information Report

Our aims

At Alver Valley we value the abilities and achievements of all our pupils.

We know that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We believe that every child has the same entitlement (right) to the whole school curriculum and we are committed to making this accessible to everyone. Our goal is to remove any barriers to learning and participation.

We aim to identify these barriers to learning and participation as they arise and to provide teaching and learning opportunities which enable everyone to achieve to the fullest of their potential. We believe that Special Educational Needs is a whole school responsibility in which all members of the school community - pupils, parents/carers, volunteer helpers, students, external agencies and staff – are responsible for all pupils, regardless of their specific needs, and they will have access to inclusive teaching to enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

How does the school know if children/young people need extra help?

All our teachers are responsible for adapting and refining the curriculum (learning) to meet your child's needs. Through rigorous monitoring we identify and respond to these needs and where necessary, provide additional support such as short term booster groups to bridge an identified gaps in learning.

Should your child need a greater level of support we would inform you and begin to assess if they have a special educational need.

We identify children as having Special Educational Needs and Disability SEND in a variety of ways:

- Concerns raised by you, the parent/carer
- Close monitoring of your child's progress and
- Concerns raised by your child's class teacher not only about your child's academic progress but their emotional well being
- Liaison with pre-schools and the school your child may have transferred from
- Liaison with external agencies such as the Educational Psychology Service, Heathfield Outreach, Primary Behaviour Service and health diagnosis through paediatricians.

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

If you have any concerns about your child, your first point of contact should be your child's class teacher. Having a close and positive relationship with parents is very important to us as we know this is 'key' to achieving the best for all our children. Class teachers will be happy to meet with you; they are always in the playground at the beginning and end of the day where appointments can be arranged or contact the school office and the class teacher will call you to discuss your concerns.

You can also talk to Mrs Kate Russell, our Assistant Head for SEND (SENCo), or Sarah Kitcher (deputy SENCo) who will be happy to discuss your concerns and how we can best meet them.

Our SENCos are here to support your child and to support you.

The SENCos are responsible for:

- Coordinating provision for children with SEND and disabilities
- Ensuring that legal obligations under the SEND Code of Practice 2015 are met
- Ensuring that you are:
 - Involved in supporting your child's learning and access

- Kept informed about the range and level of support offered to your child
- Included in reviewing how your child is doing
- Consulted about planning successful transition to a new class or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Developing the school's SEND policy through close liaison with the Senior Management Team and the SEND Governor
- Reporting to Governors to inform them of the progress of children with SEND and to the designated SEND Governor through termly meetings – confidentiality is maintained at all times; individual children are never referred to.

The Role of the Executive Head Teacher

The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.

The Role of the Governing Body

The governing body is responsible for:

- Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school. A linked governor reports to the Governing Body keeping them informed about all matters relating to SEND
- The Governing Body agrees priorities for spending within the SEND budget to ensure that children receive the support they need

How will the school support my child?

Our SENCOs oversee all support and progress of any child requiring additional support across the school. They liaise with class teachers to ensure that curriculum planning is adapted to meet the needs of your child. A Learning Support Assistant (LSA) may also work with your child on an individual basis or within a small group under the guidance of the teacher.

Who will explain this to me?

Your child's class teacher will have spoken to you about your child's well-being and progress, through Parents' Evenings and other events. Should they have any concerns they will arrange to meet with you to share these and discuss what to do next. This may involve the SENCO's arranging diagnostic tests to ascertain the area of need. We may also feel that it would be beneficial to consult external agencies such as the school nurse, Speech and Language therapist and Educational Psychologist. We would always seek your permission before doing so, having first talked with you to explain why we wish to make a referral or carry out an assessment. We keep you informed of the outcome and, with you, decide what we should do next to best meet your child's needs.

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

We strongly believe that the best way to support your child is for us to work together. You are welcome, at any time, to make an appointment to see your child's class teacher or the SENCO/Deputy SENCO and discuss how your child is getting on. We can offer advice and practical ways on how you can help your child at home.

Your child's education is a shared responsibility and we aim to work in partnership with you by communicating with you in a variety of ways: Parent Workshops, Parents' Evenings, Year Group Newsletters, our website, parent mail and through informal chats and formal appointments.

Your child may have a communication card so that comments from parents and teachers can be shared and responded to when needed.

If your child is on the SEN Register they will have an Individual Education Plan which will have individualised targets to address your child's learning needs. This will be shared with you at each milestone November, February and May and with your child so that they know what their next steps in learning are.

In September 2014 a new code of practice became statutory, the SEN Code of Practice 2014 (updated January 2015), replaced the SEN Code of Practice 2001. If your child has complex SEND, he or she may have a TPA (Transition Partnership Agreement). Together with you, we may wish to apply for Statutory Assessment in order to secure additional support and funding to meet your child's needs. An Education Health Care plan (EHCP) may be agreed. The SEN team at Hampshire County Council will consider the application and inform you of their decision.

For more information please refer to Hampshire County Council's 'Local Offer' website:

<http://www.hantslocaloffer.info>

Should your child have an EHCP, the school will put into place provision to meet the needs and long term objectives under the plan. A formal meeting will take place to discuss your child's progress with you and those involved with your child's learning, including external agencies. At these meetings amendments to the EHCP may be made and annual objectives set; a report is written which is sent to Hampshire County Council's SEN Team.

How does the school know how well my child is doing?

As a school we measure children's progress in learning against national expectations and age related expectations.

Class teachers continually assess each child and note areas where they are improving and areas where further support is needed. Progress is tracked across the school using a variety of tracking documents. These are shared with you during parent's evenings.

Children who are not making expected progress are picked up through this continuous tracking and through our termly Pupil Progress Review meetings between teachers and members of the Senior Management Team. In these meetings discussions take place concerning why individual children are experiencing difficulty and what further support needs to be put in place to ensure their progress. You will be informed if we are concerned that your child is not making the expected progress and of what we, together, can do to help.

If your child has an Individual Education Plan because they are on the SEN Register, a comment will be made against each target to show what progress he/she has made. This will be shared with you and new targets set. If he/she does not meet the set target we will discuss reasons for this, adapt the target or take a different approach to ensure that your child makes progress.

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

When a child has been identified as requiring additional support we will decide the most appropriate intervention to meet their need. Most interventions run for eight weeks, during this time a health check is conducted and their impact is assessed, if progress has not been made, decisions will be taken as to whether the intervention should be continued, adapted or a different intervention tried. When the intervention has been completed the impact will be assessed.

Interventions may be delivered in small groups or on a one-to-one basis and cover a range of needs. Your child's class teacher will be happy to discuss the types of strategies and programmes that may be used to help meet your child's needs. These are some of the strategies we may use:

Strategies/programmes to support speech and language:

- Nursery Narrative programme in our nursery class to support the development of children's receptive and expressive language
- Language link
- Narrative programme for older children to develop language and writing skills
- Advice from the Speech and Language Therapist is followed by teaching staff and includes short one-to-one sessions to practise developing sound skills
- Pre-tutoring new concept and topic words for pupils with speech and language difficulties
- Makaton
- Blank level questioning

Strategies to support/develop literacy:

- Toe by toe to support KS2 children identified as being at risk of dyslexia
- 5-minute box

- Additional reading/writing support where needed
- Additional phonics and spelling activities – class teacher and LSA led
- Paired Reading – individual support with reading using a range of reading material designed to support particular needs, such as dyslexia
- Precision teaching – a one-to-one programme tailored to meet your child's needs
- Pre and over learning where necessary
- Colour semantics
- Rapid reader

Strategies to support/develop numeracy:

- 5 minute box - maths
- Additional support for pupils where needed
- Diagnostic tests to identify the area of need and tailor support
- Basic maths skills groups
- Precision teaching – a one-to-one programme tailored to meet your child's needs
- Pre and over learning

Strategies/support to develop independent learning

- Every class has a visual daily timetable to help with organisation
- Some pupils have an individual visual timetable which is broken down into more manageable sections
- Pupils know their own targets which they review with the teacher
- Talk partners and peer assessment against learning objectives
- Planned response time to marking feedback encouraging dialogue and providing an opportunity to reflect on learning and seek clarification from the class teacher as needed
- MITA (maximising impact of teaching assistants) research project (see spotlight article on website)

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

Alver Valley is an inclusive school where all staff believe that children have a right to learn, belong, feel valued and be free from prejudice. We have a caring and understanding team looking after our children. Your child's class teacher has overall responsibility for the pastoral and social care of every pupil in their class and should be your first point of contact. If additional support is needed the class teacher liaises with the SENCo/Deputy SENCo for further advice and support. This may involve working with outside agencies in Health and Social Care.

Mrs Kitcher is the lead for Pastoral and behaviour and Mrs Willis for PSHE.

All children follow our personal development curriculum. This is centred around three core themes: relationships, living in the wider world and health and wellbeing. Interwoven through the curriculum are the NHS's five steps to mental wellbeing which are five simple actions children are taught to take which will have a positive impact on their day to day wellbeing.

There are a number of thrive practitioners within our school who deliver group and 1-1 interventions. The thrive approach is a special way of working with children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable.

Children also get access to Forest schools which offers children opportunities to develop confidence and self-esteem through hands-on learning in our woodland setting.

Tests and Examinations Access Arrangement:

For some pupil's additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time; rest breaks or the use of a scribe or word processor. The Year 2 and Year 6 class teachers will inform you about eligibility and applications for these arrangements.

Transition: We provide transition support between classes and schools. This may take the form of additional visits with new class teachers or to new schools, social stories, future teachers, secondary school Heads of Year and their SENCos.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and management of medicines at school. Should your child require prescribed medicines during the school day you should talk to the staff in the school office to make the necessary arrangements.

Children who have medical conditions have their own individual care plan held in the office and every class teacher has information on the medical needs of their pupils. If there is a dietary need Hampshire Caterers (HC3) are informed parents/carers complete a detailed form and the individual care plan is displayed in the kitchen.

Where necessary a meeting with school nurse or specialist nurse will be arranged and training provided where appropriate e.g. diabetic nurse.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We believe that difficult behaviour is a response to another need which we will seek to identify and address. As a school we have a very positive approach to all types of behaviour with a clear Behaviour Policy followed by all staff. <http://www.alvervalleyschools.co.uk/policies>.

Attendance is linked to progress and achievement and we monitor this closely as we feel strongly that every child has a right to education.

How will my child be able to contribute their views?

Every child at Alver Valley has the opportunity to express their views. Every child's opinion is treated with respect and every child will be listened to.

If your child has an Individual Education Plan they will discuss this with their class teacher at an age appropriate level and be given the opportunity to ask questions about the targets set. The views of children with a TPA (transition partnership agreement) and EHCP are sought before any review meeting.

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

As a school we may seek the advice and support from a range of external agencies that we feel would benefit and support your child's needs. These may include the following:

- GPs and paediatricians
- School nurses and specialist nurses e.g. cardiac and diabetes
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Therapy Service
- Educational Psychology Service
- CAMHS – Child and Adolescent Mental Health Service
- Primary Behaviour Support Team
- Specialist Teacher Advisory Service for Hearing Impairment, Visual Impairment, Speech Language and Communication Needs and Physical Disability
- Heathfield Outreach Service
- Social Services – including Locality Team, Social Workers, EHH.
- EMTAS – Ethnic Minority and Traveller Achievement Service
- Services for Young children

Further information can be found on Hampshire County Council's 'Local Offer' website.
www.hantslocaloffer.info

What training have the staff members supporting children with SEND had or are currently having?

Both our SENCOs are fully qualified teachers with an accredited SENCO Award in compliance with the SEN Code of Practice 2015.

We have visits from Speech and Language Therapists to provide support with the delivery of speech and language programmes.

Where a child has an identified need such as a physical disability staff working with them will be trained to deliver support as it is needed. This may take the form of, for example, physiotherapy exercises, help with toileting and dressing or programming equipment such as laptops to enable access to learning.

All our LSAs are trained to support reading and spelling/phonics and have regular training in different aspects of the curriculum and learning to enable them to best support, challenge and extend children's learning.

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

All children are included in all parts of the school curriculum which may be differentiated to meet individual needs. We aim that all children are included on school and residential trips and will work with you to provide the support that they may need to ensure that these are successful.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be provided at school.

We run a number of extra-curriculum activities across a range of interests and catering for different age groups and abilities. Every child in the school has access to these and is encouraged to participate. These have proved very successful and are well attended.

How accessible is the school environment?

The junior school is set on two levels, all of the ground level is accessible by wheelchair. We have an accessible toilet in the junior school and in the infant school a large enough toilet area to accommodate changing and showering. We would consult with Specialist Teacher Advisors with regards to any arrangements that would need to be made in order to allow access around the school, and access to learning.

How will the school prepare and support my child when joining the school and transferring to a new school?

Through planned visits we encourage all children new to Year R to come to the school before starting in September. <http://www.alvervalley.co.uk/admissions/>

The Early years team also produce transition videos that children can access at home.

Home visits are arranged providing an opportunity for your child's Class Teacher and LSA to meet with you and discuss any concerns you may have. Should your child have a special educational need or disability the SENCo/Deputy SENCo will also attend the home visit or will contact you to arrange time to discuss your child's needs and how we can best meet them. It is also a good opportunity for us to meet your child and get to know them. In order to ensure a smooth transfer from pre-school, our SENCo and Early Years Team will meet with pre-school SENCos to discuss concerns and additional needs. In this way we can ensure that we are prepared to meet the needs of your child.

Should your child be transferring from another school at any time of the year, not only would we meet with you, but will contact the school to find out more about him or her, particularly if they have SEND, so that we can maintain continuity and quickly understand your child's need. Likewise if your child should be leaving us we would ensure that all relevant paperwork is passed on and all needs are discussed and understood.

When children are preparing to leave us for secondary school, for example to Brune Park or Bay House, our feeder secondary schools, we arrange additional visits for our more vulnerable children. The SENCos from both schools meet to share information so that your child's move to a new environment is as stress free as possible.

If your child has complex needs then a TPA/ EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's SEN needs?

We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available. Various resources are funded from the SEN budget in order to provide and deliver programmes designed to meet different groups of children's needs.

Who can I contact for further information?

We have an "open door" policy and you are always welcome to come and discuss any queries with us. Please liaise with the class teacher first and then with the SENCo/Deputy SENCo. We aim to answer all your questions as clearly as we can. If follow-up meetings are required, this is also easily arranged.

Your first point of contact should be your child's class teacher to share your concerns.

You could also arrange to meet Mrs Kate Russell, our Assistant Head for SEND, or Sarah Kitcher, our Deputy SENCo, by phoning the school office on:023 9258 3029 or emailing adminoffice@alvervalley-jun.hants.sch.uk marking the email for their attention.

The Executive Head Teacher, Mrs Jill Roseblade, or our Head of Schools, Mrs Ali Lockwood, would also be happy to discuss your concerns.

You may also wish to contact the following for impartial advice:

SENDIASS - www.kids.org.uk/sendiaass

IPSEA (Independent Parental Special Education Advice) - <http://www.ipsea.org.uk/>

Please also refer to Hampshire County Council's 'Local Offer' website for more information.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

What arrangements do you have for dealing with complaints?

We hope that through close dialogue with you, we do not get to this point and ask that you express any concerns to your child's class teacher to allow us to address these. However, should you need to complain please see the schools complaints procedure.

Where can I get further information about services for my child?

Further information about services for your child may be accessed on the Hampshire County Council's 'Local Offer' website: www.hantslocaloffer.info

Glossary

EHCP- Education, Health and Care Plan – following an Assessment of Special Educational Needs a plan may need to be drawn up when it is considered necessary for special educational provision to be made for a child if their educational needs cannot be reasonably provided from within the resources available in mainstream settings.

ELSA – Emotional Literacy Support Assistant – trained to help children recognise, understand and manage emotions in order to increase success and plan and deliver individual (and small group) support programmes. They receive training and supervision from educational psychologists.

IEP- Individual Education Plan - a document in which the class teacher records targets set for your child. These are shared with you at Parent Teacher meetings

IPA – Inclusion Partnership Agreement – should your child have more complex needs but it is felt that an Assessment for Special Educational Needs is not appropriate, then an Inclusion Partnership Agreement may be written up. These are useful at transition points (from pre-schools to Year R and from Year 6 to secondary school) as they allow all those involved with your child to provide information about how best their needs could be met.

SEN Code of Practice 2014 – statutory guidance from the Department of Education on duties, policies and procedures relating to Part 3 of the Children and Families Bill and associated regulations. The code provides practical advice on how to carry out statutory duties on how to identify, assess and make provision for children and young people with special educational needs.

SENCo – The Special Educational Needs Co-ordinator is responsible for co-ordinating the provision for children with special educational needs and disabilities.

SEND – Special Educational Needs and Disability.

SEN Register – Every school has to submit the names of children that require provision 'additional and different from' that which is generally provided for children of the same age, in the annual census return. This is commonly referred to as the SEN Register. .

Statement of SEN – Statements of Special Educational Needs were issued under the SEN Code of Practise 2001 to meet the needs of children with special educational needs requiring provision 'different from or additional to' that which could be generally provided for children of the same age by the school.

Statutory Assessment – While the majority of children with special educational needs will have their needs met within mainstream settings, there are some whose needs may be more complex. The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan when it considers that it may be necessary for special educational provisions to be made for the child.