

## Vallis First School SEN Report

Welcome to our SEN information report which all schools and maintained nurseries have a legal duty to publish on their website about the implementation of the SEN Policy.

### **1. What kinds of SEN are provided for at Vallis First School?**

*At Vallis we are fully inclusive; we always endeavour to include children no matter what their level of need or background and have successfully worked with children from all of the four categories of need in the SEN Code of Practice. This includes children with a range of Communication and Interaction needs, moderate to more complex Cognition and Learning needs, Social, Emotional and Mental Health needs and children with a range of mild to complex Sensory and Physical needs.*

### **2. What are the arrangements for identifying children with SEN and assessing their needs?**

*Throughout their time at Vallis all children are continuously assessed by their teacher and these assessments are tracked by the school's Leadership Team termly. Where a teacher has concerns about a child potentially needing additional SEN support, they carry out additional assessments where needed and put in place support. If this support does not prove effective the school SENCO will become involved and parents' views will be sought. More detailed assessments may take place and a support plan put in place.*

### **3. What are the arrangements for consulting and involving parents of children with SEN?**

*Parents play a key part in identifying children's needs. Where a child has existing SEN, details about how to best meet their needs will be gathered from parents on entry.*

*Parent's evenings are held in the Autumn and Spring terms to discuss children's progress and how their needs are being met. If a child has a specific Support plan in place an agreed review date will be put in place at the start of the plan. This plan will include what additional provision will be provided at school and how this can be supported at home. Additional meetings can be arranged to meet with the SENCO or class teacher as needed.*

*Where a child has high level needs and/or a Statement (soon to be Education and Health Care Plan (EHCP) ) there will be an Annual Review Meeting in addition to Support Plan reviews.*

*Where a child has an assigned learning support assistant, daily conversations about their life at home and school can take place to ensure the best support and communication.*

*If there are any particular areas which you feel it would be helpful to target support to your child at school these should be raised with the teacher and they can be put into the next support plan if appropriate.*

### **4. What are the arrangements for consulting and involving children with SEN?**

*Any child who is in receipt of additional SEN support will have the aims of the provision shared with them and how they can best achieve, including what they can do at home. If a child has high level needs and/or a statement (soon to be Education and Health Care Plan (EHCP) ) they will have a 'Passport' this includes a One Page Profile which gathers the child's views on what is important to them, how best to support them and long term outcomes needed.*

### **5. What provision is made for children with SEN; with and without an EHC Plan in respect of:**

#### **a) How is the provision monitored as to its effectiveness?**

*All children's learning progress is tracked and monitored at Pupil Progress Meetings and by the Leadership Team. Any additional interventions are reviewed at least termly and monitored throughout their delivery by either the Key Stage Co-ordinator, SENCO or the class teacher to measure their effectiveness.*

**b) What are the school's arrangements for assessing and reviewing progress of children with SEN?**

*All children's progress is tracked termly by the Leadership Team and this includes in depth data analysis of different groups of children, including SEN children. Where groups are underperforming this is discussed with the Key Stage Co-ordinator and/ or SENCO to be targeted through additional provision.*

**c) What is the schools approach to teaching children with SEN?**

*We are a fully inclusive school, and teaching is tailored to meet all children's needs, whether they have SEN or not. This will include a range of whole class, small group and 1:1 teaching with additional interventions for children where needed, either in or out of the classroom.*

**d) How does the school adapt the curriculum and learning environment for children with SEN?**

*At Vallis we use a topic based approach to our curriculum, making relevant links for children between different areas of learning where appropriate. We also believe in a practical, play based approach to learning throughout the school, including a role play area in every Reception and Key Stage One classroom to provide real life scenarios for learning in context.*

*When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.*

*Learning Support Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target and support more specific needs where appropriate.*

*If appropriate, specialist equipment may be given to the pupil to support their access to learning. In some cases of very high level need, a child may require an adapted or personalized curriculum for some aspects of their learning.*

**e) What support is available for ensuring the emotional and social development of pupils with SEN?**

*We pride ourselves on our nurturing ethos and forming trusting relationships is a strength at the school. Each class has a teaching assistant for the core lessons as well as other part time staff to offer support to all children.*

*We provide a range of support and interventions for children in this area: Social Skills Groups; Nurture Groups; Forest School; Play Therapy; Parent Family Support Advisor; Parents as Teachers Worker; Wessex Counselling. (Please see our Behaviour and Vulnerability Pyramid for the full scope of provision we provide in this area).*

*Where a child needs support with behaviour it is essential to explore the reasons for this behaviour, working together with parents and outside agencies. We have a School Behaviour Policy that is consistent throughout the school, following Jenny Mosely's Golden Time reward system; this is removed in increments for not following the Golden Rules.*

*If a child's behaviour needs do not fit into this system, then an Individual Behaviour Plan may be drawn up in consultation with parents.*

*All school staff are trained in Team Teach a de-escalation technique and certified restrictive physical intervention method (though this is only used where necessary and in a very few cases as part of an agreed plan).*

**6. What arrangements are there for supporting children at times of transition?**

*For children starting the school in Reception with known needs a School Entry Plan (SEP) planning meeting involving all professional and parents will be held to plan the transition and provision.*

*On starting school, 'Starting School' sessions for parents and children are provided to enable good, supportive transition.*

*Photo books about the child's new class/school will be provided for those children who need this.  
All children participate in a transition morning.*

*On transition to middle school SENCOs meet to discuss all children with additional needs and middle school SENCOs are invited to the Annual Review meeting.*

*Additional meetings for vulnerable pupils are arranged between class teachers.*

*Additional visits are arranged for those children who need this support.*

*School Entry Planning meetings are arranged with the middle school and parents for those children with the highest need.*

## **7. What expertise and training do staff have?**

*All relevant staff have received accredited Team Teach training, attachment training and Child protection training.*

*Where appropriate staff have received training in the following areas:*

- Autism awareness*
- Speech and Language Support*
- Individual Literacy Intervention*
- Talking Partners*
- Somerset Total Communication*
- Moving and Handling*
- Forest School*
- Personal and Intimate care*
- Diabetes*
- Learn to Move*

## **8. How are children with SEN enabled to engage in outside and extra-curricular activities?**

*We try to ensure that all children have access to external visits and trips. A plan will be put in place if necessary, with appropriate external agency advice where necessary, and risk assessments carried out. Where for physical reasons a child cannot participate, for example in an adventurous activity alternatives will be provided where needed.*

## **9. How does the school involve other specialist services?**

*If a child or family needs further additional support external agencies may be referred to.*

*Specialist support: Sally Keegan (Play therapist)*

*- External agencies we can access include:*

- Autism Team*
- Educational Psychologist*
- CAMHS (Child & Adolescent Mental Health Service)*
- Vision support service*
- Hearing support service*
- Education Attendance Officer*
- Physical Impairment and Medical Support Service*
- Social Services*
- Integrated Therapy Service (Speech & Language/Occupational Therapy/Physiotherapy)*
- Local Hospital (Paediatricians)*
- Learning Support Service*
- Critchill Special School resource base*
- Frome Learning Partnership (FLP) Behaviour strategy panel*

**10. What are the arrangements for the parents of a child with SEN who want to make a complaint about the provision?**

Initial concerns should be discussed with your child's class teacher. If you remain concerned please contact the school SENCO, Tracy Massey or the Head Teacher, Naomi Pauley.

**11. What facilities are provided to enable access to the school for disabled children?**

*Our School site is difficult to access as we are built on two hills and there are a number of flights of stairs. We have a disabled toilet downstairs with an adjustable changing bed and a 'closemat' toilet (used for personal cleaning) and some staff are Moving and Handling trained.*

*- We have access to our School Hall and Key Stage One classrooms as well as our School Office via slopes but access to the Reception classes is via a short flight of steps and our Key Stage Two classes are accessed via a flight of stairs. We have an additional set of lower banisters fitted to our main flights of stairs.*

**12. Links to other key documents:**

**Somerset's Local Offer**  
**Vallis First School Offer**  
**SEN Policy**

**13. Key contacts:**

**School office**  
**Tracy Massey, SENCO**  
**Naomi Pauley, Headteacher**  
**School number for all: 01373 462657**

**Somerset Parent Partnership: 01823 355 578**