

Information Report

2023/24

Effective Date: 1st September 2023

Last Reviewed: July 2023

Reviewed By: Trustees

Next Review Date: July 2024

Version: 2

Lead member of Leadership Team (Principal):

SENCO:

Kingfisher Provision SENCO:

Early years SEND lead:

SEND Trustee:

Tanya Knight

Danielle Howarth

David Washington

Elizabeth Vincent

Cathy Barr

School's Mission statement:

Our vision is based around three core principals Strive, Achieve and Believe!

At The Vale Academy our vision is to:

- Have a provision where all children thrive in a first-class learning environment
- Be the first choice school for parents and carers within our local community
- Provide exceptional experiences in and out of the classroom, tailored to children's interests
- Ensure that our pupils are deep thinkers and knowledgeable in a range of curriculum areas
- Provide the building blocks for children's future career aspirations

To help achieve our vision, everything we do is underpinned by four key themes: *Valour, Aspiration, Leadership and Excellence.*

| Information | Details |
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| <p>What kinds of SEND do we provide for?</p> | <ul style="list-style-type: none"> • We are a mainstream academy for children and young people aged 2 to 11. • We have an on-site Specialist Resourced Provision (SRP) for Autism for children and young people aged 2 to 11. • We provide support for children and young people with a range of Special Educational Needs and Disabilities (SEND) and some with EHCPs, including difficulties in the following areas; cognition and learning, social and emotional, communication and interaction and sensory and physical |
| <p>What is our policy for identifying children and young people with send and assessing their needs, and who is the SENCO?</p> | <ul style="list-style-type: none"> • Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need support to make expected progress because of a learning difficulty of disability. This is usually done through regular on going in class assessments, but may involve more specialised assessment from our Specialist Assessor for SEND, or from the SENCO. • Some children have an EHCP, which clearly set out the needs of the young person. • If a parent has concerns about their child having Special Educational Needs they can either speak to the SENCO directly to discuss their concerns or seek external advice from a GP or paediatrician or via our Parental SEND referral form (available on our website). • The SENCO is Danielle Howarth and can be contacted by phone on by email: d.howarth@thesharedlearningtrust.org.uk |

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| | <ul style="list-style-type: none"> • The Early Years SEND Lead is Elizabeth Vincent and can be contacted by email: e.vincent@thesharedlearningtrust.org.uk • The school phone number is: 01582 211211 |
| <p>How do we consult with parents of children with send and involve them in their child's education?</p> | <ul style="list-style-type: none"> • All children receive annual written reports and there is the option of follow up discussions. • There are opportunities throughout the year via parents' evening to meet with the children's class teacher and the SENCO. • Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will be offered a meeting with the school at least three times per year to discuss progress and support with their children's class teacher or SENCO. • A children's Learning Support Assistant (LSA) acts as a key worker to facilitate regular communication with parents. • Individual Education Plans (IEP) are shared with the student and parents. • Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school. • The class teacher is always the first point of contact for parents regarding their child. |
| <p>How do we consult with young people with send and involve them in their education?</p> | <ul style="list-style-type: none"> • We are a fully inclusive school. • We will always meet with a young person before beginning any specific support and explain what we are doing, and why. • We ask children at transition how we can best support them, and this information is put into their IEP. • We ask children for their views on their needs and record this on their IEP every term. |
| <p>How do we assess and review children and young people's progress towards outcomes?</p> | <ul style="list-style-type: none"> • Class teachers will be regularly assessing student progress as part of their normal practice. • We complete reports regularly through the year for all young people, and this information is sent home to parents. • The data generated by these reports will be scrutinised by the SENCO after each reporting cycle so that less than expected progress can be highlighted and support put in place. • Those children receiving specific SEND support from one of our LSA's will have their progress tracked and monitored, and this information will be fed back to the student and parent. • We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments. |

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| | <ul style="list-style-type: none"> • There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs further support. We will always let children know this is happening and let parents know the outcome of any testing. |
| <p>How do we support children and young people in moving between Primary and Secondary school and in preparing them for adulthood?</p> | <ul style="list-style-type: none"> • If a child with SEND is moving to another school, we will ensure they have an effective and successful transition. Our SENCo and relevant staff, will liaise with parents and the new school to ensure a smooth transition is in place. • We will arrange meetings so that key information can be shared and a transition plan put into place. • For children with Education and Health Care Plans, transition to secondary school begins with the Year 5 annual review meeting. During this meeting, secondary school options are discussed and visits to the schools can be arranged. • A series of supported transition visits for the child will then take place in Year 6. • Key children with SEND in the school have extra transition sessions in place when moving to a new year group, where they will meet their new teacher and visit the classroom |
| <p>What is our approach to teaching children and young people with SEND?</p> | <ul style="list-style-type: none"> • The first step in support children and young people with SEND is high quality teaching in the classroom, which will ensure high quality outcomes for all students. • Class teachers are responsible for day to day provision and support for their SEND pupils. • As an inclusive school where we want all pupils to make excellent progress in all aspects of their education and personal development, achieving the very best that they can, regardless of any special educational needs or disabilities. • We have high aspirations for all our children. We provide a broad and exciting curriculum. This means that there is complete equality of opportunity in the curriculum that is offered to children. • We work hard with our pupils with SEND to put into place extra provisions to ensure the best possible outcomes for them and to remove any barriers to learning that they face. |
| <p>How have we adapted the curriculum and the learning environment of children and young people with SEND?</p> | <ul style="list-style-type: none"> • All teachers plan carefully adapted teaching and learning activities that meet the needs of all the children in their class. • Work is adapted by task, support or equipment to ensure the learning is accessible and to support children to ensure progress. • Independent learning is encouraged; all children are provided with the support materials that meet their needs and encourage independence. • Children with identified SEND have an Individual Education Plan (IEP). |

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| | <ul style="list-style-type: none"> • We work with external agencies such as speech and language therapists, occupational therapists, educational psychologists and behaviour advisors to provide support, guidance, therapy and planning to implement in school. • The site is accessible and meets all the requirements of the Equalities Act 2010. • The school site is wheelchair accessible including disabled toilets, ramps. • Our curriculum information can be found on our school website. |
| <p>What is the expertise of staff to support children and young people with send and how do we continue to train them. How do we secure specialist expertise?</p> | <ul style="list-style-type: none"> • Danielle Howarth is the SENCO. She is undertaking the National Award for SEN Coordination (NASENCO). • David Washington SENCO. He has oversight of SEND across both Primary and Secondary Schools within the Trust. He is the SENCO with many years' experience, both at TSLT and large Upper School in Bedfordshire. He holds the National Award for SEN Coordination (NASENCO). David has completed the Specialist Assessor Award at Level 7 to support the assessing and teaching of Specific Learning Difficulties. He is also a trained coach to Level 7 and Lead trainer for the Autism Education Trust for Central Bedfordshire. David is a trainer for the Outstanding Teaching Assistant programme to support the LSA's within the Trust. • Staff are encouraged to continue to train as part of their own performance management, and we regularly undertake in house training on specific issues. • As part of the Academy we run termly training for all staff on different aspects of SEND Practice. • We have a team of LSA's who have attended SEND training including: Autism Awareness training, booster groups to move children to the next level and challenge more able children, pastoral and well-being support, Lego Therapy, Elkan Speech and Language programme, Dyslexia Screening. • We use the local authority outreach service and external providers as needed. |
| <p>How do we know how effective our provision for children and young people with send is?</p> | <ul style="list-style-type: none"> • As part of the normal school development and self-review cycle we will carefully examine the data from class teachers, student surveys and teacher observations to evaluate the effectiveness of the provision. |
| <p>What do we do to make sure children and young people with send are enabled to engage in activities available with children and young people in the school who do not have send?</p> | <ul style="list-style-type: none"> • There are no barriers for any children with SEND for our activities in school. • We actively encourage children with SEND to take part fully in the life of the school. We are a fully inclusive, Primary school. |

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| <p>What support have we got in place for improving emotional and social development of our Children?</p> | <ul style="list-style-type: none"> • Our provision map shows clearly the provision in place for those young people with emotional and social needs. • Our anti-bullying policy sets out our approach to bullying. |
| <p>How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's send and how do we support families?</p> | <ul style="list-style-type: none"> • We draw on a range of support from: <ul style="list-style-type: none"> • NHS, Edwin Lobo Centre, local GPs. • Children and Adolescent Mental Health Service (CAMHs) • Children's Social Care • Early Help Intervention • Education Psychology Service • Outreach service from Special Schools • CHUMS • Hearing Impairment Team • Visual Impairment Team • Speech and Language Therapy • School Nursing Team • Occupational Therapy • Physiotherapy • Hospital School tuition • Education Welfare Service <p>There are many others that we can access from time to time to help us secure the best possible support for our young people.</p> |
| <p>What arrangements are in place for handling complaints from parents of children with send about the provision made at the school?</p> | <p>The school has a Parental Complaints Policy, which can be found by going to the school website.</p> |
| <p>What arrangements for supporting children and young people who are looked after by the local authority and have SEN.</p> | <p>Looked After children who also have SEND will be supported through this process with the support of the Designated Teacher for Looked After children, the SENCO and the Virtual School.</p> |
| <p>The arrangements for the admission of pupils with disabilities.</p> | <p>The school has an Admission Policy, which can be found on our school website. Admission to the SRP is arranged by application to Central Bedfordshire council.</p> |
| <p>The facilities you provide to help pupils with disabilities to access the school.</p> | <p>The school has an Accessibility Plan, which can be found on our school website.</p> |

Author

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