



Annual SEND Information Report

SENDCo: Mrs Amanda Protheroe

Date: May 2022

Emerson Valley School is a friendly, caring and vibrant learning environment where mutual respect and high expectation produces resilient, independent learners. We aim to provide a safe and secure environment where children can be happy, creative and confident in their learning and development. We seek to celebrate every individual's talents and successes, developing pride and self-belief. We believe that the environment, experiences and expectation that we provide will allow all children to achieve their potential both academically and personally.

Emerson Valley is an inclusive school. We promote equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Emerson Valley School.

At Emerson Valley School we aim to:

- identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met
- have in place systems whereby Teachers are aware of pupils with SEND
- provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- have high ambitions and expectations for pupils with SEND
- be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent and Emerson Valley School staff
- actively engage in support from the Local Authority and outside agencies
- ensure that all pupils take a full and active part in school life.

Since September 2017, we have been federated with one of our main feeder schools, Merebrook Infant School. We share one Headteacher and Governing Board.

What kinds of Special Educational Needs are provided for at Emerson Valley School?

At Emerson Valley School we offer provision for pupils with difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and / or Sensory needs

How does Emerson Valley School know if pupils need extra help and what should I do if I think my child may have Special Educational Needs?

Throughout the academic year Class Teachers undertake a range of different assessments on termly basis to monitor the progress of all children. Termly progress meetings are held between the Senior Leadership Team and all Class Teachers. During these meetings, the progress of pupils across the school is discussed. There is then a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning are discussed. Strategies that can be used by the Class Teacher are suggested and then put into place. If appropriate additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

If concerns are raised by Class Teachers in relation to a child's academic attainment or progress, the SENDCo may decide to carry out some standardised tests, for example using the Parallel Spelling assessment, the Salford Reading Test or the Basic Number Screening Test, to more specifically identify any areas of concern. Where specific interventions are put into place and monitored by the SENDCo following these assessments, a clear baseline is established and the tests can be re-administered on a termly basis so that progress and impact of the interventions is clearly monitored.

We encourage parents to speak openly with Class Teachers about their children's needs and value input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's Class Teacher we would encourage them to do so.

How will I know how my child is doing?

As a school we have an open door policy and encourage parents to talk to us about how their child is progressing at Emerson Valley. Our SENDCo is easily contactable via the school office by telephone or email and always responds to parents' correspondence as swiftly as possible.

Each term Class Teachers will either hold a Parents' Evening or issue a written report on every pupil's progress. This will highlight strengths and areas for improvement across the curriculum.

Those pupils recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support'. For SEND Support pupils, the SENDCo will be available to meet with parents once per term to discuss progress and support in place.

For pupils with an Education and Health Care Plan (EHCP), the SENDCo will organise a meeting with parents once per term at parents' request. Where possible, these meetings will also involve any staff working with the pupil in school. There will also be a formal annual review held in school once per year to review how well the EHCP is meeting the pupils' needs.

How will the learning and development provision be matched to my child's needs?

Quality First Teaching is in place in all classes and helps to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Differentiation is the process by which Teachers ensure that tasks are matched to pupils' abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the pupils. At Emerson Valley it is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for ability and mixed groups to maximise learning opportunities for all.

Our broad and balanced curriculum is accessed by all pupils. Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified.

As well as Teachers, Emerson Valley staffing is made up of 4 Higher Level Teaching Assistants and 10 Teaching Assistants. The SENDCo manages these support staff and directs them to work in specific year groups and with specific groups or individual pupils. The use of these additional adults is closely monitored by the SENDCo to ensure maximum impact on pupil learning, progress and engagement.

If appropriate, the SENDCo will organise specific 1:1 or small group interventions to address specific areas of need. Currently a range of different interventions are delivered throughout the school and these change on a termly basis depending on the needs of the children. Literacy interventions may include Hornet, Word Wasp and Accelerated Reader. Maths interventions may include Numicon. Other interventions also take place to address specific areas of a child's development, for example fine motor skills, and programmes such as Rainbow Road may be used to develop these skills. We also organise nurture groups which we run as an intervention for children with Social, Emotional and Mental Health (SEMH) difficulties. This includes the intervention 'Zones of Regulation.' Furthermore, Our Senior Learning Mentor is a trained NLP4 Kids Practitioner and is able to offer specific 1:1 or small group sessions focused on needs that have been identified in school to help children overcome their individual challenges.

Adaptions to the school or classroom environment may be need in order to meet the needs of specific pupils. This may involve purchasing specialist furniture or writing equipment, or may involve providing pupils with alternative methods of recording their work, for example a laptop.

How effective is the SEND provision at Emerson Valley School?

At Emerson Valley School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every term, following on from discussions with a range of people, including parents, Teachers, Year Leaders and the Headteacher, the SENCo looks closely at the progress of all pupils on the SEN register. This enabled the progress of these progress to be monitored closely and provision adjusted where progress is not as good as we would like it to be.

At the end of every term, the SENCo looks at the data for each year group for the three core subjects, Reading, Writing and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision.

This information is then used to inform our planning for the following academic year.

How will you help me to support my child's learning?

We operate an open door policy at Emerson Valley School and encourage parents to talk to staff informally or arrange more formal meetings with Class Teachers as needed to discuss their child's learning. The SENDCo will liaise with parents of those pupils with additional needs on a termly basis, or more frequently if required. Emerson Valley are keen to support parents in helping children continue their learning at home and share details of any strategies and interventions used in school with parents so that parents can work towards the same goals at home with their child.

What support will there be for my child's overall wellbeing?

At Emerson Valley we have three experienced Learning Mentors: Mrs Avola who is our Senior Learning Mentor, works across the school; Mr Wallbank based in Years 3 and 4 and Miss Durrant who is based in Years 5 and 6. Our Learning Mentors work closely with Class Teachers and Teaching Assistants to ensure that pupils feel happy and safe at Emerson Valley. They liaise closely with parents and are able to provide 1:1 or small group work to support any additional social, emotional and mental health difficulties. They also monitor pupils' attendance and can provide support to parents with this.

Our Pupils are taught PSHE following 'The Jigsaw Approach'. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same scheme, known as a 'puzzle', at the same time. Whole school and year group assemblies cover the same themes at the same time. We aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups in order to prevent bullying.

Our School Council consists of members from every class in the school. They meet regularly and work very closely with the Headteacher to ensure that pupils' views are listened to and considered through the school year.

What arrangements are in place for involving SEND children in their own education?

The views of our SEND children at Emerson Valley School are very important to us. Once per term, the SENDCo selects a group of SEND children from each year group and engages in a 'pupil conference' with them. The aim of this discussion is for the children to be able to raise any concerns that they might have about school and for them to be able to evaluate the effectiveness of the school's provision for them. What do they like about the support they receive? How could it be improved? We listen to the children's views and explain anything they do not understand. The SENDCo uses this to support the school's evaluation of the provision.

We always involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet / welcome part of the SEND review meeting, through to the child playing a full part in the entire SEND review meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

The Headteacher is the Designated Teacher for Looked After Children (CLA). In order to support the needs of these pupils, the school liaises closely and seeks support from staff at the Virtual School.

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

Our SENDCo seeks advice from the Local Authority Specialist Teacher team when needed. The SENDCo also actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND.

The Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. Our SENDCo supports parents with referrals to community paediatricians and is able to provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children and actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Milton Keynes can be found on the following website: www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/send-local-offer-parents

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support pupils across other schools.

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

Our SENDCo has achieved the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support her role.

Our Class Teachers have collectively received training focusing on a range of different areas of SEND, for example dyslexia. The SENDCo also leads whole school training on specific areas of SEND.

Our Higher Level Teaching Assistants and Teaching Assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. This includes a range of different Maths and English interventions, for example Numicon and Read, Write, Inc, but also programmes focusing on areas such as fine and gross motor skills, for example Rainbow Road.

How will I be involved in discussions about the planning for my child's education?

Any pupils with additional needs will have their progress closely monitored by the SENDCo. We welcome parental involvement in any decisions about how to support pupils in school and aim to keep parents up-to-date with their child's current progress. Our SENDCo is available to meet with parents before, during and after school to discuss their child's needs as requested.

Parents of pupils with EHCPs are invited to arrange a meeting with the SENDCo once per term, or more often if needed, to discuss any changes that need to be made to their support. Where possible these meetings will involve the parents, SENDCo, Class Teacher and any Teaching Assistants working in school with the child.

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

At Emerson Valley we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Emerson Valley School to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out and where appropriate are discussed with parents to ensure that where possible all pupils are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity.

How accessible is the school environment?

Emerson Valley School teaching areas are all on one level and there are ramps at the front of the school to allow easy access to the main school building. There is a disabled toilet on site. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget. Please see our Equalities and Cohesion Policy on our school website:

<http://www.emersonvalley.org.uk/teaching-learning/policies/>

Who can I contact for more information about SEND at Emerson Valley School?

The Class Teacher

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

SENDCo (Special Educational Needs Coordinator): Mrs Amanda Protheroe

Further conversations between the SENDCo, the Class Teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo is responsible for coordinating any additional support that your child may need.

Executive Headteacher: Mrs Hayley White

The Executive Headteacher oversees all areas of the school's provision. If appropriate, the Executive Headteacher will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs. The day-to-day provision is overseen by Mr Griffin, Head of School and he will normally take the lead on meetings with parents.

SEND Governor: Mrs Sarah Pearce

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014).

Please follow the link below to our school website where you will find the following policies and procedures that you may wish to read:

- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Child Protection Policy
- Curriculum Policy

<http://www.emersonvalley.org.uk/teaching-learning/policies/>

If you wish to make a complaint about any aspect of the SEND provision at Emerson Valley School, please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website by following the link above.

How will the school prepare and support my child when they join Emerson Valley School, transfer to a new school or move on to the next stage of their education?

Starting in Year 3

For children that start Emerson Valley in Year 3, parents and carers are offered the following during the Summer Term before they begin in September:

- A visit to Emerson Valley to spend some time with pupils currently in Year 3. This visit may include sharing a playtime
- Pupils are invited to spend the morning in school as part of a whole school 'transition' day in July. On this day pupils will spend the morning with their new class and Teacher.
- There may also be other organised events that vary year-to-year including a picnic and singing workshops.

For pupils with any additional needs, the SENDCo will also visit the pupil in their current school setting to enable conversations between staff and to meet the pupil.

For pupils that have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition to Emerson Valley. These meetings will involve Emerson Valley School staff, staff from the current school and parents.

Additional visits can be organised if appropriate for any pupils so that they can become more familiar with Emerson Valley and the staff before September.

Joining Emerson Valley School at other times

When pupils join Emerson Valley School in-year, the SENDCo always try to ensure that they liaise with the child's previous school if the child has any additional needs. The SENDCo also aims to meet with the pupil's parents prior to them starting at Emerson Valley if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting Emerson Valley. An informal home visit may also be organised if the pupil is not currently in school.

For pupils who have an EHC Plan, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure that arrangements are in place for the child's transition into Emerson Valley School. These meetings will involve Emerson Valley staff, school staff from the pupil's previous setting and parents.

Moving to Secondary School

During the Summer Term before pupils move to Secondary School, the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings may be held with the SENDCo of Emerson Valley and the SENDCo of the

pupils' new school to discuss the pupils' needs. These meetings may also involve the Class Teachers. For those pupils with an EHC Plan, the SENDCos from both schools will meet to discuss some additional transition visits for pupils as appropriate. Any Teaching Assistants that support the pupil at Emerson Valley will also be involved in this transition process.

For those pupils transferring to other schools, the SENDCo will liaise with the SENDCo from these schools to organise an individual transition schedule as appropriate to the needs of the pupil.

How are the school's resources allocated and matched to children's Special Educational Needs?

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help a child learn and progress
- Providing a Learning Support Assistant to support individuals or small group
- Providing any additional resources to support learning in any area