

Sowe Valley's SEND Information Report



At Sowe Valley we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).



This information report has been co-produced with parents. It is intended to provide you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential.

It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

If there is any other information that you feel would be useful please let us know and we will add it to this report.



[Click on the links below to find out more information about SEND at Sowe Valley](#)

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| SEND – What does this mean? | Are there any children with SEND at Sowe Valley? If so what sorts of difficulties do they have? |
| Where can I find a copy of Sowe Valley’s SEND policy? | |
| How does the school identify a child who has a Special Educational Need? Will I be informed? | How will the school support my child? |
| What training around SEND has school staff received? | Will we be invited in to discuss progress my child has made and arrangements being put in place? |
| Is my child consulted on their learning and provisions which are put in place? | Who should I go to if I have concerns about the progress my child is making or the provision they are receiving? |
| What happens if my child needs specialist equipment/facilities? | Are there any clubs available to children with SEND? |
| How is the school and curriculum accessible to children with SEND? | How does the school support pupils’ emotional and social development? |
| Who should I contact to find out about other support available for Parents/Carers of children with SEND? | What support groups are available in Coventry? |
| Which outside agencies do the school work with? | What happens to the information about my child’s needs when they move to a new teacher or a new school? |

SEND – What does this mean?

- * SEND is short for Special Education Needs and Disabilities
- * A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it harder to learn, or to do activities which children the same age are able to do. These children may need extra help or support, or special provision made for them.



Where can I find a copy of Sowe Valley's SEND policy?

- * Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND.

- * A copy of our SEND Policy can be found on our school website or by clicking the link below:

<http://www.sowevalleyprimary.co.uk/assets/documents/Policies/Inclusion/SEN%20Policy%20May%202013.pdf>

- * If you would like to discuss our SEND provision or find out more, feel free to contact or pop in and talk to the Inclusion Manager.



Are there any children with SEND at Sowe Valley? If so what sorts of difficulties do they have?

There are a small proportion of children at Sowe Valley who have special educational needs. Their needs fall into one or more of the following areas;

Communication and interaction

- * Speech, Language and Communication Needs (SLCN)
- * Autism

Cognition and learning

- * Specific Learning Difficulty (SpLD)
- * Moderate Learning Difficulty (MLD)
- * Severe Learning Difficulty (SLD)
- * Profound and Multiple Learning Difficulty (PMLD)

Behavioural, emotional or social difficulties

Physical and sensory

- * Visual Impairment (VI)
- * Hearing Impairment (HI)
- * Multi-Sensory Impairment (MSI)
- * Physical Disability (PD)



How does the school identify a child who has a Special Educational Need? Will I be informed?

- * At Sowe Valley, individual class teachers are responsible for monitoring the progress of every child in their class. Senior leaders also track progress made half termly by each individual in the school.
- * Regular meetings to discuss pupil progress take place.
- * If progress slows down or stops for an individual, conversations between teachers/Senior Leaders/Inclusion Manager/Headteacher take place and an analysis around the barriers to learning is carried out.
- * A specific plan with targets is put in place. This may include: extra interventions, additional adult support, specific resources being provided. Close monitoring of progress continues across a specific time.
- * If progress continues to remain a concern, the class teacher and Inclusion Manager will meet with parents/carers to discuss concerns and next steps, this may be to put in some SEN Support. During the meeting, it may also be decided that asking an external specialist to come in to assess, observe or work with your child would be the best action.
- * Once your child's Special Educational Need has been identified, you will be invited in to discuss the Individualised Education Plan (IEP) to help him or her make better progress.



How will the school support my child?

Your child's class teacher will:

- * have high expectations for your child and all pupils in their class;
- * base their teaching on building on what your child already knows, can do and can understand;
- * adapt their teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing resources to support them with their learning
- * ensure specific strategies/resources outlined in an IEP or suggested by the SENCo/External Agencies are put in place to enable your child to access the curriculum.
- * carefully check on your child's progress and decide if your child has gaps in their understanding/learning and needs some extra support/intervention to help them make the best possible progress;
- * plan interventions to be delivered by a teacher/teaching assistant to target these gaps
- * write your child's Individual Educational Plan (IEP) and share and review these at least once a term with parents.

If your child has been identified as needing **SEND Support**, this will mean they receive specific intervention that is different or additional to the expectations described above. This intervention may be decided by the class teacher, SENCo or outside agency such as an Educational Psychologist, Occupational Therapist or Learning/Behavioural Support Service . It could be in a small group or one to one with your child, done in or outside of the classroom. It may be delivered by a teaching assistant, teacher or an outside agency.

Your child's SENCO will:

- * ensure your child receives a consistent, high quality response to meeting their needs in school;
- * liaise with external agencies who may come into school to support your child's learning, such as an Educational Psychologist or Therapist such as a Speech and Language Therapist;
- * ensure that you are involved in your child's learning, kept informed about the support being received and involved in reviewing their progress;
- * track the progress of all children with SEND and report findings to staff, the headteacher and the governors.
- * organise our SEN Support Assistant (Mrs Sayers) to work with every individual on the SEND Register, delivering a specific tailored made package of work, one to one.
- * recommend interventions to match your child's needs and the subsequent targets;
- * measure the impact and the effectiveness of all interventions which take place
- * provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Teaching Assistants in school will:

- * support other children's learning in the class allowing your child's class teacher to focus on them;
- * support your child's learning by means such as further questioning, modelling the learning and use of practical equipment to aid understanding.
- * run specific group work which is overseen by the class teacher or SENCO;
- * provide one to one intervention work.

Our Specialist SEN Support Assistant will:

- * deliver a tailored made, 6 week programme of work, to your child on a one to one basis during the academic year.
- * work closely with staff and provide them with expertise advice/support/resources to support individuals in lessons
- * report on progress your child has made towards targets

Your child's Headteacher is responsible for the leadership and management of all aspects of school, which includes the support for children with SEND. Whilst giving responsibility to the SENCO and class teacher, the Headteacher is still responsible for ensuring your child's needs are met. She tracks the attainment and progress of every child in the school and intervenes when a child is not making the expected progress or is a drift from their peers. Part of her role is also keeping the Governing Body and Local Authority up to date about any issues in the school relating to SEND.

Your child's SEND Governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEND.

The governor will receive regular reports around the progress SEND children in the school are making and will question provisions which are being put into place where progress is being expected.



What training around SEND has school staff received?

The school has a development plan which identifies the training needs for all staff to improve the teaching and learning of children including those with SEND. This includes:

- * whole staff training to share knowledge, strategies and experience and to ensure consistency of the school's approach for children with an SEND. For example we have recently received whole school phonics training to ensure that throughout the school we are all using the same sounds and approaches when delivering support around reading and spelling.
- * the SENCo/Inclusion Manager attending all training provided by the Local Authority to keep her knowledge of SEND up to date, any changes in legislation, new services/interventions available...
- * teachers and teaching assistants attending training courses run by outside agencies that are relevant to the specific needs of individuals in their class i.e. training around dyspraxia.
- * bringing into school expertise from external agencies/medical/health, to train, support and work alongside staff, i.e. CASS (Coventry Autism Support Service) worked in a classroom to offer advice/strategies for staff to use with an Autistic child. We have also had health professionals deliver epi-pen and asthma training.

External support services such as Learning and Behaviour Support, Educational Psychologists, Speech and Language Therapists who come in to assess and work with individual children with SEND, offer specialist advice and support to parents and any member of staff who works with that child.

If you would like to hear about current or past training undertaken by school staff, please speak to the Headteacher.



Will we be invited in to discuss progress my child has made and arrangements being put in place?

With our open door policy at Sowe Valley, we are happy to talk to you at any point during the year about the progress your child has made.

Parents Evenings

- * We also hold three parent consultation meetings, one each term, where all parents of children in the school can book a time slot to come along and talk to class teachers about the progress their child is making, discuss any concerns and look at possible ways of supporting learning at home. An annual report written by your child's class teacher will be sent home in July, it will outline the progress your child has made and information about whether they are meeting national expectations.

IEP Review Meetings

- * We offer parents of children with SEND, three additional IEP review meetings. These meetings may involve yourself and anyone you wish to bring along with you, your child (for part or all of the meeting), your child's class teacher, the Inclusion Manager and any other adult who has been working with your child.
- * These meetings are an opportunity to discuss the progress your child has made in relation to their current IEP (Individual Education Plan) and to share a provisional new IEP. It is also at these meetings where we may talk about any extra provision that could be put in place and if felt necessary make decisions together about seeking expertise from external agencies.
- * You will be provided with a copy of the new IEP after it is updated with the outcomes of the meeting, a copy of the review of the previous IEP and any notes made at the meeting.

Meetings with external agencies

- * If it is decided that all parties feel that the child would benefit from some external agency input i.e learning support, behaviour support ... You will be invited in at the end of the piece of work, to meet with the adult who has been working with your child and findings and strategies for supporting your child both in school and at home, will be shared and it is opportunity for questions to be answered.

Informal SEND Meetings

- * If your child is not making the expected progress towards their IEP targets, the school will keep you fully informed and invite you in to make decisions together about the best ways forward. If you have any concerns/queries we ask you to make contact with the school as soon as they arise rather than waiting until the review meetings.



Is my child consulted on their learning and provisions which are put in place?

- * Your child's voice about their needs, the provision which is put in place and how they feel they are achieving is important.
- * We might obtain this through pupil voice activities (where the Class Teacher, Teaching Assistant, SENCo, Senior Manager or Governor ask them questions or ask them to rate certain things on a scale), pupil questionnaires or by asking for their input into their Individual Educational Plans/Reviews.
- * Where the Individual Educational Plan targets are not developed with the child they will be shared and explained.
- * With your permission, outside professionals like an Educational Psychologist may also spend time gaining your child's perspective on their learning and school life.
- * When a meeting is taking place between parents/staff/external professionals, it is important that the child's also has a voice. This may be done in a variety of ways: the child may share their views beforehand and these are recorded by staff/parents and brought to the meeting or it may be felt that the child could be in attendance for part or the whole meeting.
- * Presently a few children have Statements/Educational Health and Care Plans, which summarise a child's needs and outline the provision the school and local Authority are expected to provide. If a child with a Statement has an annual review (or we are trying to obtain a Statement/Educational Health and Care Plan) your child will be asked to answer questions, rate how they feel about aspects of school on scales and have the opportunity to take photographs and write captions for these to show how they feel about school. Statements are due to be replaced with Educational Health and Care Plans from September 2014.



Who should I go to if I have concerns about the progress my child is making or the provision they are receiving?

- * At Sowe Valley we have an 'open door' policy, we are available before and after school for you to talk to. If you have any concerns we would like to know about them straight away.
- * It is important that you are given time to explain your concerns fully and discuss ways forward, in a confidential setting. You may therefore prefer to arrange a meeting with the class teacher at the earliest and most convenient opportunity.
- * There is always the option to discuss concerns with the Headteacher (Mrs Carole Carter) or the Inclusion Manager (Miss Emma White).
- * If you are still not happy you can arrange to speak to the school SEND Governor Mrs Carol Bull.



What happens if my child needs specialist equipment/facilities?

- * Sowe Valley is an accessible building for any person with physical disabilities. There are two disabled toilets and
- * The school will make adjustments, under the guidance of the Local Authority, to meet the needs of SEND pupils.
- * We work alongside a range of services such as Sensory Support, Occupational Therapy and Access and Technology to meet the needs of children with SEND.
- * If any individuals require specialist equipment so that they can access the curriculum or to support their learning, the school will ensure it is either purchased or loan agreement is arranged from one of the above services.



Which outside agencies do the school work with?

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| Coventry Autism and Support Service (CASS) | <p>Cathy Oakes is our link teacher for CASS. She supports children in our school with a diagnosis of Autism. Further information about the work they do and Parent Courses they offer can be found at:</p> <p>http://www.coventry.gov.uk/info/10/special_educational_needs-inclusion_and_support_services/673/autism_support_service/2</p> |
| Education Psychology (EP) | <p>Laura Griffey is our Educational Psychologist. She works with children who have been referred for specialist learning assessments. Laura offers guidance, training and resources for teaching staff and is available to meet with parents for those children she has worked with to offer guidance on strategies/ideas to try at home.</p> |
| Learning and Behaviour Support Service (LABSS) | <p>Lee Kempson is our Learning Support Teacher, he assesses and reviews individuals who have been referred to the service by the school. He identifies specific learning needs and offers strategies/resources to teaching staff and parents to support individuals. Helen Cooper is the Behaviour Support Teacher assigned by LABSS. She carries out observations, works with individual/groups of children, offers advice and strategies to teaching staff and parents on supporting children with specific behaviour difficulties.</p> |
| Speech and Language Therapy Service | <p>Virginia Keith is our school Speech and Language Therapist. She works with individuals who have been referred to the service. Virginia offers therapy sessions, carries out assessments and provides packages of work for teaching staff and parents to deliver. Parents and teaching staff can be present at any of the sessions. Advice and support for parents of children known to the service is available.</p> |

Which outside agencies do the school work with?

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| Child and Adolescent Mental Health Service (CAMHS) | Child and Adolescent Mental Health Services (CAMHS) help and treat children experiencing emotional or behavioural difficulties, or mental health problems, disorders and illnesses. Referral is through professionals such as GPs and educational psychologists. They are based on the Stoney Stanton Road, further information can be found at: http://www.covwarkpt.nhs.uk/camhs/YoungPeople/default.aspx |
| Occupational Therapy (OT) | Occupational Therapists work with children and young people (0-19 years) who have specific difficulties in participating in or completing daily activities. For more information about the service, resources and referral forms (these can be completed by parents/school/health...) click on this link http://www.covkidsot.co.uk/pages/welcome-to-our-service.html |
| Sensory Support Service | Specialist (hearing and vision) teachers and support staff from the team come into school to work with children who have learning and/or visual impairments. They also provide support for parents/carers and teaching staff. Click this link for contact details and more information about their service http://www.coventry.gov.uk/info/7/psychology_psychiatry_or_social_work_services/683/sensory_support_service |
| School Nursing | The School Nurse linked to Sowe Valley Primary School is She is available to offer support and guidance for parents and school staff around Health. If you feel that you would benefit from talking/working with the school nurse, pop into school and pick up a referral form to access this service. |
| Time for You – counselling service for children | Time for You is a service which we can refer any child to who may be experiencing one or more of the following difficulties: losing someone you love, conflict within the family divorce or separation of parents, stepfamilies, bullying, depression, anxiety and worries. If you would like to find out more visit: http://www.relatecoventry.org/ If you feel this is something your child would benefit from please pop into school and chat to a member of staff. |

How is the school and curriculum accessible to children with SEND?

Sowe Valley is an inclusive school. We are committed to providing an environment that allows all children regardless of any disabilities, full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and each one has external doors leading to the playground.

Teachers modify teaching and learning as appropriate for children with SEND. For example, they may give additional time to children with disabilities to complete certain activities.

In their planning teachers ensure that they give children the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that work for children with SEND:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

For more details click here to see our School Inclusion Policy

<http://www.sowevalleyprimary.co.uk/assets/documents/Policies/Inclusion/Inclusion%20Policy%20May%202013.pdf>



How does the school support pupils' emotional and social development?

- * Our school uses a range of different approaches to support the development of individuals, classes and whole school emotional and social development. e.g. Weekly PSHE & R-Time Sessions, Buddy systems, Circle of Friends work, counselling, anger management support, self-esteem work, therapy sessions ...
- * Children's views are sought via Pupil Voice, School Council and other forums. Their ideas are listened to and valued.
- * Additionally, children are able to request 'talk time' with the Learning Mentor by completing a slip and placing it in her post box.
- * Support from specialist staff, such as councillors (Time for You/Relate) and the School Nursing Team, can be accessed via a referral process with parental request.
- * For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS)
- * Our Behaviour Policy, which includes guidance on expectations is fully understood by children and staff.
- * The well-being of all pupils is monitored regularly.



Who should I contact to find out about other support available for Parents/Carers of children with SEND?



Coventry Parent Partnership Service (**open 9.00am - 5.00pm**)

E-mail: parental.partnerships@coventry.gov.uk

Address: Limbrick Wood Centre, Thomas Naul Croft, Tile Hill, Coventry, CV4 9QX

Tel: 024 7669 4307

Click below to find out about what they offer:

http://www.coventry.gov.uk/info/2000684/special_educational_needs-parent_partnership_service/205/coventry_parent_partnership_service/2



What support groups are available in Coventry?

Below is a list of some of the support groups available, click on the group to find out more information:

[Coventry Carers' Centre](#)

[Coventry Action For Autism Group \(C.A.F.A.G.\)](#)

[Dyslexia Action Coventry Centre](#)

[Get together - joining families living with autism](#)

[Heart of England ADHD support group](#)

[North Warwickshire and Coventry Dyslexia Association](#)

[Shine \(formerly ASBAH\)](#)

[Dyslexia Assist](#)



Are there any clubs available to children with SEND?

- * We offer a range of extra-curricular activities at Sowe Valley. Please refer to the clubs and activities section on our school website for more information:
<http://www.sowevalleyprimary.co.uk/clubs.html>
- * The majority of our clubs are run by external professionals, all with appropriate qualifications and CRB Clearance.
- * They are accessible to all pupils including those with SEND.



What happens to the information about my child's needs when they move to a new teacher or a new school?

We understand that transitions can be a challenging time for children, we aim to make these as smooth as possible, putting in extra provisions where necessary, for example:

Children moving to secondary school

- * All relevant information is discussed with staff from the receiving secondary school and a copy of any paperwork is handed over and signed for by the Inclusion Manager/SENCo.
- * Extra transition visits are organised for SEND or vulnerable children who would benefit from it.

Children moving to another school

- * We will contact the Inclusion Manager/SENCo from the new school to pass on all relevant information and arrangements currently in place to support your child. All paperwork will also be sent.
- * Where we feel transition may be difficult, a meeting with parents and staff from both schools might be beneficial to put together a plan which may include pre-visits.

Children moving to a new class

- * Information will be passed from current teacher to new teacher, IEPs and current arrangements will be shared and all paperwork will move up with the child.
- * CASS ask for 'Pen Portraits' to be completed for all children with a diagnosis of Autism. These are completed by parents/carers, current teacher and the children themselves.
- * Any other arrangements which would help with transition will be put in place: information books with photos, extra visits to new classrooms/to meet new staff ...



Where can I find out about the Coventry Local Offer?

The Coventry Local Offer website has information about the services that are available for families and children with SEND.

Click on the link below to access this information:

http://www.coventry.gov.uk/info/2000684/special_educational_needs-parent_partnership_service/2111/special_educational_needs_and_disability_send_reforms_2014



Who should I contact at Sowe Valley, if I have a question about SEND?

Our SENCo/Inclusion Manager at Sowe Valley is Emma White. If you have any questions or concerns around SEND please feel free to pop into school or contact her on the main school phone number: 024 76456063.

