



VALENTINES HIGH SCHOOL

SEND INFORMATION REPORT

In line with the school motto of **In harmony achieving excellence**, the SEND department vision is **To Help every student reach their full potential, academically and socially; so that they are ready to make a positive contribution and be successful in their ongoing journey.**

As an inclusive, multi ethnic comprehensive school we strive for each and every pupil to attain their optimum potential throughout their time here in order to prepare them to continue achieving in their next destination whether in education or the workplace.

WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS PROVISION IS MADE AT THE SCHOOL?

At Valentines we ensure that provision is in place for a range of needs including:

- ADHD (Attention Deficit Hyperactivity Disorder)
- ASD (Autistic Spectrum Disorder)
- Cognitive Processing
- Dysgraphia
- Dyslexia
- Dyspraxia
- Phonics
- Physical disabilities
- Social, Emotional and Mental Health
- Specific Learning Difficulties (SpLD)
- Speech, Language and Communication difficulties

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL NEEDS

The early identification and intervention of any Special Educational need is essential to progress and the school ensuring that learning is affected as little as possible.

Most students needs are identified before they join us in year seven, however we ensure continuous monitoring and tracking of students to ensure that they are making the expected progress. Staff are highly trained to ensure that any concerns that they may have are passed on to the SENCo to build a picture of the pupils need.

Parents who have concerns are encouraged to contact the school to express their concerns and begin working in partnership with each other and any relevant external agencies to get the required help. Parental liaison and engagement is pivotal in ensuring each pupil with SEND gets the relevant support.



When evidence has been gathered the school may work with the Educational Psychologist who is able to recommend further steps to get additional support from the Borough.

THE SCHOOLS POLICY FOR MAKING PROVISION AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

The majority of pupils who have any form of SEN, needs are met through High Quality First teaching. This means that pupil's individual needs are met within the classroom by the teacher. Help and guidance is available to staff from professionals should they require this from specialist staff within and outside of the school. SEND briefing also take place regularly to ensure staff know how to adapt practice for individuals.

Baseline testing is taken place in year seven and benchmarks each pupil, from this data and that of SATs which take place in year six we can establish early intervention in literacy and numeracy if appropriate.

We continuously monitor data and liaise with Heads of House and teaching staff to ensure that relevant interventions are put in place. If we feel that an intervention is not having an impact we will look to providing alternative help rather than continuing with something that is not proving to be effective.

Pupils with an EHCp (Education, Health and Care plan) require much more specialist support. This is discussed with a group of professionals, the pupil and parents who will establish what the best way is forward for the pupil. Interventions with external support services are then put in place. Regular Pupil and Parent communication will form a basis for review alongside hard data.

Where specialist interventions take place, the impact and effectiveness is monitored by the intervention leader and the SENCO. A consistent tracking approach is followed which gives a baseline assessment on entry to the intervention, the expected progress to be made and the actual progress made upon exit of the intervention. It is then considered on an individual basis as to whether the intervention should continue.

WHAT STAFF EXPERTISE AND SPECIALIST SUPPORT SERVICES ARE AVAILABLE IF NECESSARY

In cases where specialist support is required a referral may be made to one or more of the following services:

- Redbridge SERC (Special Education Resource Centre)
- Little Heath School
- Educational Psychology Service
- New Rush Hall outreach



- Speech and Language service
- Joseph Clark school for the visually impaired
- Newbridge outreach
- Connexions careers advisors
- Exams access arrangement specialists

HOW ARE STAFF TRAINED TO BE EQUIPT TO WORK WITH PUPILS WITH SEND?

The school provides the staff with INSET sessions and toolkits to help them work with a range of needs and ensure that they are doing all they can to ensure lessons are adapted to ensure all pupils are learning.

LSA's complete a formal induction into the school to ensure that their way of working is in line with the school's high expectations of staff.

External, more specialist courses are offered to LSAs in order to develop a greater understanding of more specific learning needs which can then be passed back to other members of the team.

INCLUSION WITHIN THE SCHOOL

The school approach to pupils with SEND is through inclusion. It is important to staff at Valentines that pupils are not excluded through inclusion. Although some adaptations will be made in lessons in order for them to access the curriculum successfully we aim to include pupils as much as is possible to have a positive impact on their progress.

All pupils are included in school trips and we endeavor to ensure that enough support is provided to enable pupils with SEND to be able to access the opportunities that others do.

At key stage 4 alternative pathways are offered to ensure that some of our pupils with Special Educational needs achieve the best they can and are offered courses which will set them up for later life most appropriately. Each pupil is looked at as an individual case as some of our highest achievers are pupils with SEND.

Valentines have a very good working relationship with SERC (Special Education Resource Centre). After a successful referral they provide us with very specialist equipment which helps our pupils with a varying range of needs continue with their education as they are entitled to.

We have some adaptations to help pupils with physical difficulties, although the school is not fully wheelchair accessible. We have lifts to most above ground levels of the building and slopes in some areas as an alternative to stairs.

The school has adapted the curriculum where possible to ensure that the time a pupil has in school is used most effectively. This includes some of our identified key stage 3 doing addition literacy instead of Modern Foreign Languages. We also have a HLTA (High level teaching assistant) who runs many



different interventions. As a result of data analysis it may be that some pupils will come out of some lessons to complete a short term, intensive intervention to focus on their areas of weakness.

Interventions offered at the school include:

- Lego therapy
- Lexia
- Doodle maths
- Numeracy
- Colourful semantics
- Pre teaching
- Accelerated reading programme
- Motor skills
- Social skills

ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEN

Valentines believes that all of our extra-curricular activities and school visits are available to all of our pupils, including before-and after-school clubs.

All pupils are encouraged to go on residential trips

All pupils are encouraged to take part in sports day, interhouse activities and activities that run alongside the school curriculum. Appropriate support is put in place where needed to ensure that all pupils have an equal opportunity to successfully take part.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school works closely with SERC (Special Education Resource Centre) and Newbridge school

The school's accessibility plan can be found in the policy section of the school's website.

HOW ARE PARENTS INFORMED ABOUT THE PROGRESS THEIR CHILD IS MAKING?

Parents are informed about the progress of their child mainly through termly reports. Where necessary we also contact pupils over the phone or have a meeting with them. Each child also has a parents evening at one point through the academic year where parents have the opportunity to come in and meet with each of the Childs teachers.

Pupils with and EHCP will come in for an annual review of the plan. This is a meeting which is held at the school and different professionals will be available to collaboratively discuss the best ways of moving forward for the pupil with the parents and pupil.



STUDENTS PARTICIPATION IN THEIR EDUCATION

Valentines believes that the voice of the young person is crucial in ensuring their individual learning needs are met. They have the most valuable insight on their own needs and the support they need to ensure maximum impact on their day to day learning.

Student voice is used to help us make informed decisions on pupils learning through participation in meetings, collaborative working on pupil profile and ensuring that the pupils voice is heard in meetings. Pupils also have a key worker with whom they meet on a weekly basis in order to discuss any issues or concerns they may have. Any issues are then forwarded onto the SENCO.

THE SCHOOLS PROVISION IN ENSURING STAFF KNOW THE NEEDS OF EACH PUPIL

Staff knowledge of each pupil's needs is important in ensuring that staff are able to adapt their practice to the requirements of that pupil. In order for staff to gather the necessary information they have access to a pupil profile which shows the barriers to learning of the pupil and strategies to overcome these. Pupil profiles are easily accessed through the school provision map, located on the desktop of each teacher's computer.

Staff SEND briefings are regularly held to explain the needs of pupils to their teachers. These are a forum for staff sharing good practice and successful strategies within the classroom.

One of the most beneficial ways that our staff get to know your Child is through contact with home. Parental support is invaluable when it comes to the school being able to provide the best possible education for your child.

WHAT SUPPORT WILL BE GIVEN TO PUPILS THROUGHOUT TRANSITION STAGES?

Transition stages happen at three to four main points at secondary school. At Valentines we aim to provide enough support to ensure that these transitions are as smooth and stress free for our pupils as possible.

Primary to secondary school

- Contact with the primary schools.
- Additional induction days.
- Opportunities for parents to visit the school for a one to one tour of the school.
- Where possible the SENCo from Valentines will attend any annual reviews in year six.
- Information regarding the pupils needs will be shared with relevant staff

Key stage 3 to 4 (year 9 to 10)

- One to one meetings with keyworkers.
- Additional pathways offered to ensure that the curriculum is tailored to each pupil.



- Options evening for both parents and pupils.
- Assemblies for all pupils.
- One to one advice with a senior member of staff.

Key stage 4 to 5 (year 11 to 12)

- Keyworker support visiting colleges if required.
- Assistance in completing applications.
- Connexions careers advisors.
- Where possible the careers advisor will attend annual reviews in years 10 and 11 in preparation for transition.

WHAT SUPPORT IS AVAILABLE FOR IMPROVING THE SOCIAL, EMOTIONAL AND MENTAL HEALTH OF OUR YOUNG PEOPLE?

Valentines has a very strong pastoral system which is very effective, working in partnership with parents to promote good Social, emotional and mental health. Support in place for pupils within the school includes:

- Small forms, enabling tutors to build positive relationships with their tutees.
- A full time student mentor.
- Young minds peer support programme.
- A wellbeing room.
- Weekly wellbeing sessions held in registrations.
- Weekly SEMH meetings held with the SENCO, CP coordinator, DSL, student mentor and Head of House.
- Referrals to relevant external agencies can be made.
- Outreach teacher from New Rush Hall School.

COMPLAINTS PROCEDURE

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services



- Making reasonable adjustments, including the provision of auxiliary aids and services

Please follow the link below to access the school's complaints policy.

<http://www.valentines-sch.org.uk/sites/default/files/complaints%20policy.pdf>

WHERE CAN THE REDBRIDGE LOCAL OFFER BE FOUND?

The local offer from Redbridge is available at:

https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1_1_2

It outlines the support services offered by the borough for Parents/Carers and Children into Adulthood.

CONTACT DETAILS

Please contact the SENCo Mrs Starling by telephone on 0208 5543608 or email sja@valentines-sch.org.uk

Information for Parents of children with Special needs or disabilities can also be sought through RIASS (Redbridge Information Advice & Support Service). They can be contact by email

rias@redbridge.gov.uk or by telephone on 020 8708 8922.