



VALENCE PRIMARY SCHOOL

SEND INFORMATION REPORT 2023-2024

Type Of School	Additional
Mainstream Primary School with Nursery	<ul style="list-style-type: none">• 16 place Nursery Assessment Resource Provision (NARP)• Admissions for NARP made via the Local Authority• 18 place Additional Resource Provision (ARP) for pupils on the Autistic Spectrum.• Admissions for ARP made via the Local Authority• Admissions for Main School made via Local Authority admissions.

At Valence Primary School every child matters. We aim to create a happy healthy, safe and secure learning environment. We encourage all children to become independent lifelong learners who achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community. Special educational needs are defined by the code of practice 2015 "Those pupils who have significantly greater difficulty in learning than the majority of others of the same age. Those pupils who have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools" (Clause 20).

People who support SEND children at Valence.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs SEND?

Staff Member	Summary of responsibilities
Class teacher	is responsible for: <ul style="list-style-type: none">• Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

- Checking on the progress of your child through monitoring and assessment. Planning for and delivering any additional help your child may need (targeted work, additional support, adapting or varying resources) and discussing amendments made with the SENCo as necessary.
- Writing Learning Plans (LP) and sharing and reviewing these with parents once each term and planning for the next term. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all members of staff working with your child are supported in delivering the planned work and/or individual programmes for your child. This may involve the use of additional adults, outside specialist help and specially planned learning tasks and resources.
- Ensuring that the school's Special Educational Needs Policy is followed in their classroom and for all pupils they teach with any SEND and/or disabilities.

If you would like to discuss your child's needs with their class teacher, please make an appointment at the main office.

The Special Educational Needs Co-Ordinator (SENCo/Inclusion Manager)

is responsible for:

Elizabeth Vines

Evines65.301@valenceprimaryschool.com

Colin Poole (Specialist Teacher) -
Bonham Rd and St George's Rd

Coordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology Occupational Therapist, Paediatrician
- Updating the schools SEND register (a system for ensuring all special educational and physical needs of pupils in this school are known and understood).

Monitoring your child's progress and needs by:

- Ensuring that records are kept and reviewed regularly

	<ul style="list-style-type: none"> • Ensuring that new outcomes are set when goals are met • Ensuring that adjustments are made when conditions develop/new diagnoses are made • To provide specialist support and arrange training for teachers and support staff in the school so they can help your child and other pupils with SEND in the school to achieve their potential. <p>The SENCo/Inclusion Manager Elizabeth Vines (Evines65.301@valenceprimaryschool.com) can be contacted by appointment at the main office or through the SENCo assistant.</p>
<p>Headteacher Mr Richard November</p>	<ul style="list-style-type: none"> • is responsible for the day-to-day management of all aspects of the school, this includes the support for children with SEND • will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met • must make sure that the Governing Body is kept up to date about any issues in the school relating to Special Educational Needs
<p>SEND Governor Mrs C Ffrench-Young</p>	<p>is responsible for:</p>

- Making sure that the school has an up-to-date Special Educational Needs Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEND

The Headteacher/ SEND governor can be contacted by appointment via the SENCo, SENCo assistant or the main office.

How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services and agencies such as the Advisory Teachers the (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) service.

How will we identify children as having special educational needs?

Our school will assess each pupil's current skills and level of attainment on entry, building on previous information from prior settings or key stages. Regular assessments of all pupils will help to identify those pupils who are making less than expected progress given their age and individual circumstances.

The progress could be measured as:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

In our school we understand that SEN can be identified at an early age, and for other pupils it can emerge later. Staff in school are alert to possible emerging difficulties and will seek parental discussion about any concerns they have regarding a child's development.

Other indicators that staff are alert to:

- Persistent disruptive or withdrawn behaviours which may not be SEN but may lead to an assessment to determine if there are any undiagnosed learning difficulties, with communication or mental health issues, or if housing, family or other domestic issues may contribute to presenting behaviours.
- In this event a multi-agency approach may be used to support the pupil and family.
- Teachers and other staff will also be aware of other events that may impact on learning including
 - Wider mental health issues
 - Bullying
 - Bereavement

In the event of any of the above, short-term provision from a member of the SEMH team may be implemented.

English as an additional Language (EAL)

Identifying and assessing children where the first language is not English requires particular care, our school will:

- Look carefully at all aspects of a pupil's performance in different areas of learning and development to establish where lack of progress is due to limitation in their command of English or if it arises, from a SEND need.

What needs could my child have?

In the Code of Practice, need is broken down into four broad areas.

1. Communication and interaction

This need identifies those pupils who:

- Have speech, language and communications needs
- Those who have difficulty with communicating with others
- Difficulty saying what they want to
- Understanding what is being said to them
- Difficulty understanding the social rules of communication.

Children with Autism Spectrum Condition, are likely to have particular difficulties with social interaction, difficulties with language and imagination which may impact on how they relate to others.

2. Cognition & Learning

This need identifies those pupils who:

- Learn at a slower pace than their peers
- Learning difficulties cover a wide range of severe learning difficulties (SLD); and profound and multiple difficulties (PMLD) where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific Learning Difficulties (SpLD) encompass a range of conditions including Dyslexia and Dyscalculia

3. Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which appear in many ways and for a variety of reasons including being a young carer, or subject to a traumatic event.

These can include:

- being withdrawn or isolated
- showing challenging behaviour
- disruptive behaviour
- disturbing behaviour.

These behaviours may reflect an underlying mental health difficulty such as

- Anxiety
- Depression
- Self-harming
- Substance misuse
- Eating disorders
- Physical symptoms that are medically unexplained
- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder
- Bipolar Disorder
- Obsessive Compulsive Disorder
- Oppositional Defiant Disorder

- Bereavement

4. Sensory and/or physical needs

Pupils may require special provision because they have a disability which prevents or hinders them from making use of the general facilities provided. These can include:

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

What are the different types of support available for children with SEN and/or disabilities in this school?

Support	Approach	Target Pupils
Class teacher input via good or outstanding targeted classroom teaching.	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <p>All teaching is based on building on what your child already knows, can do and can understand.</p>	All children in school should be getting this as a part of good and outstanding classroom practice.

	<p>Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like using more practical learning or providing different resources amended for your child.</p> <p>The teacher will use specific strategies which may be suggested by the SENCo or staff from outside agencies to enable your child to access the learning task.</p>	
<p>Specific group work within a smaller group of children.</p> <p>This group may be run in the classroom or outside, run by a teacher or a teaching assistant who has had training to run these groups.</p> <p>These are often called Intervention groups by schools.</p> <p>Your child's teacher will carefully monitor your child's progress and</p>	<p>Your child's teacher will plan group sessions for your child with targets to help your child to make more progress.</p> <p>A Teaching Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans or</p> <ul style="list-style-type: none"> • Specific interventions including Little Wandle catch up, Speech and Language, Zones of Regulation groups or Talk About groups. • Work with specially trained staff for those children with complex social communication needs, cognition and learning difficulties, emotional and social and mental health or physical/sensory needs including a speech and language therapist. • Additionally Resourced Classrooms (ARC) where highly trained staff work with those children who have had significant difficulty accessing the mainstream curriculum despite High Quality First Teaching. The ARCs cater for groups of children up to 12 and in particular focus on 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage they have been identified by the class teacher as needing some extra support in school.</p>

<p>discuss any concerns with the SENCo/Inclusion Manager.</p> <p>Any gaps in your child's understanding/learning will be identified.</p>	<p>those children who have identified Needs in Cognition and Learning and those who have Autistic Spectrum Disorder.</p> <ul style="list-style-type: none"> • Write from the start/Healthy hands to support fine motor skills • 'Talk About' Groups • Self Esteem • Sensory Circuits • Social Stories • Phonics • Specific learning tasks • Lexia • Talk time, social skills, mindfulness • Communication Table • Workstation • Targeted Group work • Lexonik 	
<p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational Therapy groups AND/OR Individual support.</p>	<p>If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups. Referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <p>Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</p>	<p>Children with specific barriers to learning that prevent them from making acceptable progress through good and outstanding teaching and/or intervention groups.</p>

	<ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them more successfully • Provide target setting using their specific expertise. • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. • Group or individual work directly with an outside professional <p>The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place, this will only take place with Parental agreement.</p>	
<p>Specified individual support.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). Your child will have been identified by the class teacher/ SENCo as needing a particularly high level of individual and small group teaching which</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more detail about this in the Local Authority based Local Offer, on the Local Authority web site.</p> <p>https://www.lbbd.gov.uk/children-young-people-and-families/local-offer</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to</p>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school

<p>cannot be provided from the resources already delegated to the school.</p> <p>If your child required, this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services e.g. for students with a hearing or visual need • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, 	<p>write a report together, outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place and will advise you in person of the outcome.</p> <p>After the reports have all been sent, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in the school to make good progress. If this is the case, they will write an Education Healthcare Plan (EHCP). If this is not the case, they will ask the school to continue with the support identified and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <p>The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term outcomes for your child.</p> <p>An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
--	--	--

Physiotherapy and/or CAMHS		
-------------------------------	--	--

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCo/Inclusion Manager or Head Teacher.

If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCo.

Schools also have meetings every term between each class teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.

If your child is identified as not making progress, the school will set a meeting to discuss this with you in more detail:

- To listen to any concerns, you may have.
- To plan additional support your child may receive.

To discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from the LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs and/or Disabilities in consultation with the school governors, based on the current needs of the children in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected.

The Head teacher and SENCo use these discussions to decide what resources/training and support is needed

All resources/training and support are reviewed regularly, and changes are made as needed.

Who are the other people providing services to the children with SEN and/or disabilities in this school?

Directly funded by the school	Additionally Resourced Classroom (ARC) Teachers/SEND -supporting pupils and teachers in behaviour management
-------------------------------	--

	<p>Speech and Language Therapy sessions led by 4 trained Teaching Assistants, to provide supported work for those with speech and language needs</p> <p>Educational Psychology input to provide a higher level of service to the school</p> <p>Sensory Room</p> <p>Parent Support Advisors (PSA) Speech and Language extra support</p> <p>Specific Learning Difficulties Teacher and Teaching Assistant</p> <p>Talk Time - via skilled staff</p> <p>SEN teacher & support staff to support children with complex needs</p>
<p>Paid for centrally by the Local Authority but delivered in school</p>	<p>Autism Outreach Service</p> <p>Educational Psychology Service</p> <p>Advisory Teacher Service for children with visual or hearing needs</p> <p>Speech and Language Therapy (provided by Health but paid for by the LA)</p> <p>Occupational Therapy (provided by Health but paid for by the LA)</p>

	<p>Early Intervention Family Support Services (paid for by the school)</p> <p>Physiotherapy (provided by Health but paid for by the LA)</p> <p>Professional training for school staff to deliver medical interventions (e.g. diabetes) (provided by Health but paid for by the LA)</p>
<p>Provided and paid for by the Health Service (Barking Havering & Redbridge) but delivered in school</p>	<p>Fit for Life</p> <p>School Nurse</p> <p>Physiotherapy - specific to need.</p> <p>Occupational Therapist</p> <p>Speech and Language</p> <p>CAMHS</p>
<p>Voluntary agencies</p>	<p>PACT - Sycamore trust</p> <p>Carers of Barking and Dagenham</p> <p>SEN Swim</p> <p>Autism Ambassador</p>

	<i>Community Games</i>
	<i>SEN Bike Club</i>
	<i>Panathlon Games</i>
	<i>Rotary trips</i>

How are the adults in school helped to work with children with SEN and /or disabilities and what training do they have?

The SENCo's job is to support the class teachers in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. School Advisors Service, School Nurse/Educational Psychologist/LEA.

This training is then shared with other staff members in the school in order to share the expertise.

Supervision is provided for those offering 1:1 support for vulnerable pupils.

Trio observations.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher or SENCo/Inclusion Manager.

How will the teaching be adapted for my child with learning needs?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted to enable your child to access their learning as independently as possible.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How have we made this school physically accessible to children with specific physical needs (disability)?

The school is on one level with no steps and has ramp entrance ways and is therefore accessible to all.

The school has a sensory room at the Bonham Road Site and is developing one at the St George site.

School ensures that children with specific physical needs are accommodated within the seating of the classroom using specialist equipment where necessary.

Staff have been trained in procedures related to specific physical needs manual handling, and specific medical conditions.

The school ensures that children with poor fine motor control have access to specific cutlery, pencil grips, scissors and sloping desks when appropriate and as directed by an Occupational Therapist.

Individual workstations are provided for children who require a distraction free environment.

Both sites have accessible toilets. Bonham Road has a hoist and changing facilities and wheelchair ramps.

Buildings and equipment have been modified with paint so that children with visual impairments are able to see corners and edges to avoid accidents independently.

We ensure that equipment used meets the needs of all children regardless of their needs.

How will we measure the progress of your child in school? And how will I know about this?

Your child's progress is continually monitored by class teacher through observation, assessment and review.

Their progress is reviewed formally every term and a National Curriculum level of expectation, or a more sensitive assessment tool is used which shows their attainment in more detail and will also show smaller but significant steps of progress. At the end of Key Stage 1 and 2 children are assessed against pre-key stage standards for those working below the standard of national curriculum tests. Children working significantly below Pre-National Curriculum are assessed against the following 5 areas of engagement and report this to parents and carers:

- exploration
- realisation
- anticipation
- persistence
- initiation

At the end of Reception teachers use the evidence they have gathered to make judgements of each pupil's attainment. These judgements are shared and are published nationally.

- At the end of year 2 and year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, and the results published nationally. For those pupils working below the National Curriculum level, they will be assessed against pre-key stage standards.
- Children identified as SEN will have an LP which will be reviewed each term and the plan for the next term made with parents and where possible, in consultation with the child.
- The progress of children with a EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo/Inclusion Manager will monitor the progress of all children who are involved in individual or group interventions and work with staff to plan next steps and targets for these children.
- If your child has a EHC Plan, detailed records of their learning and the progress they are making towards their targets will be kept.
- These records are shared between class teachers and teaching assistants and are monitored by the SENCo/Inclusion Manager

The progress your child is making will be shared with you at academic review days and via an LP.

You will receive a full report of your child's achievements at the end of each academic year.

What support do we have for you as a parent of child with SEND?

Prior to entry, parents with a child who already has an EHC plan will be invited to a TAF (Team Around the Family) meeting which will be attended by all agencies who have been involved in order to share information to support that child.

Parents of children joining Nursery and Reception will be offered a home visit from the class teacher and teaching assistant during which you can discuss your child's strengths and needs in order for the school to be made aware of any additional support your child may need.

We would like you to talk to your child's class teacher regularly so we know what they are doing at home, and we can tell you about what we are doing in school. This will ensure that we are doing similar things to support them both at home and school and we can share what is working well in both places.

The SENCo (or Head Teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by the outside agencies for your child.

LPs will be reviewed with your child's involvement each term. Your child's teacher will be available to discuss the targets on the LP with you.

Homework will be adjusted as needed in line with your child's individual needs.

In Addition:

If your child is undergoing statutory assessment, you will also be supported by the Children's Services SEN Team. An Educational Health Care Plan Case Officer will ensure that you fully understand the process.

The school provides regular coffee mornings, where a variety of speakers are invited to speak or share information pertaining to the support of your child/family.

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school / If your child is joining us from another school

- We will discuss their needs with the SENCo, arrange for staff to visit if needed and provide a social story.
- We will contact the new school's SENCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- In Year 6 the SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.
- We will ensure that the relevant staff members from the receiving schools are invited to the final annual review for children with a statement before a planned move.

When moving classes in school

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IPs will be shared with the new teacher.

- A social story book will be made for your child if it is felt that they would benefit from it.
- When teachers are aware of which children they will be working with next year, they will often visit them in their current classroom, make time to speak to them at break and lunch times.
- There will be a meet the teacher morning, where children spend the morning in their new class with their new teacher.

How will we support your child if they have a medical condition?

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Health Care Plans will normally specify the type and level of support needed. If your child has a medical condition, we will:

- Contact the relevant Health Care Professionals and arrange for a meeting to discuss your child's needs
- From that meeting an agreed care plan will be drawn up and any necessary training put into place
- All relevant staff will have access to the Care Plan and training
- The Care Plan will be reviewed annually

Nursery assessment resource provision (NARP)

Who decides which children attend the NARP?

The NARP is a nursery with additional resources which is funded by the Local Authority. Valence Primary School is directed on which children attend the NARP, this is decided by the Local Authority. The provision is for only the nursery year of a child's education. Children are referred to the Local Authority through a number of ways including Portage, Nursery referral or parental referral. This referral process is part of the Education Health Care Plan.

What is the NARP?

This is a specialist provision where children of nursery age with additional needs attend for 1 year. It is a provision which can support children in making progress in a number of ways, support families with supporting their child at home, completing Education Health Care Plan assessment and supporting families with the next steps in their child's education.

Who will be teaching your child?

NARP staff include:

- A Specialist Teacher
- Lead Professional/Nursery Nurses
- Special Support Assistants

The ratio of staff to children is 1 adult to 2 children.

What will my child be taught?

Your child's area of need will determine how their teaching is structured. We will use observation, your comments and other professional reports to support us in knowing what your child's next step needs to be. We follow the Early Years Foundation Stage (EYFS) Curriculum with adaptations to suit the needs of your child. We use the Developmental Curriculum to support planning for and assessing your child's next steps. This is the EYFS Curriculum but broken down into smaller steps for your child to achieve. We use play-based learning to support children to learn.

How will my child be taught?

Your child's area of need/s will determine the best way for us to support your child in making progress. We use a range of teaching strategies including structured teaching, workstations, worktable, communication tables, small group focused activities, one to one adult led teaching, one to one speech and language sessions, and larger group focused activities.

Will my child visit the mainstream nursery within the school?

At every opportunity we ensure that when children are ready to access the mainstream nursery, they do so for however long suits their needs. We do this on a case-by-case basis and will talk with parents about how their child is accessing mainstream. For some children, mainstream nursery is a wonderful place, where they can access a range of different resources, spend time with their peers and be with a larger group. For other children the mainstream nursery is a distressing place where they feel apprehension and stress. We will manage this time in consultation with you to ensure that your child is enjoying all their time within the NARP and Mainstream Nursery.

What is an Education Health Care Plan (EHCP)?

An Education Health Care Plan is a legal document which will set out your child's different areas of need, long term outcomes, steps towards that outcome and your child's educational setting. Part of the referral process for a child to attend the NARP is an official Education Health Care Plan request. A group of professionals will use the information gathered within the request to decide if an Educational Health Care assessment is needed and if a place within the NARP is needed.

During your child's year with us, we will support you through the EHC process. Other professionals will observe your child and write reports including the Speech and Language Therapist and Educational Psychologist. These reports will be used to create a draft EHC plan and then discussions will be held with parents about a preference for where they would like their child to go for their future educational setting.

A group of professionals including the Local Authority will decide if an EHC plan is needed and the placement for your child in consultation with parents.

Valence NARP staff will support you throughout this process.

How will my child be supported to transition to another educational setting?

When your child's future educational setting has been decided and named on your child's EHC plan, we will work closely with the setting to ensure a smooth transition. We will invite staff from the school to come into the NARP, observe and spend time with your child. Talk

with members of staff and share information. We will also invite them to a transition meeting with parents to talk through any concerns, ask questions and share information. We will ensure that all paperwork is passed to your child's new school.

Additional Resource Provision for pupils on the Autistic Spectrum (ARP)

Who decides which children attend the ARP?

The ARP is a specialist setting with additional resources which is funded by the Local Authority for children from Reception to Year 6. Valence Primary School is directed on which children attend the ARP; this is decided by the Local Authority. Children who have an Education Health Care Plan whose primary need is Autism are referred to us via parental preference or by the Local Authority.

What is the ARP?

This is a specialist provision where children from Reception to Year 6 whose primary need is Autism attend full time. It is a provision which can support children in making progress in several ways using the child's Education Health Care plan outcomes to plan their curriculum and measure progress and support families with supporting their child at home,

Who will be teaching your child?

ARP staff include:

- Specialist Teachers
- Special Support Assistants

What will my child be taught?

Your child's different areas of need will determine how their curriculum is structured and how staff will personalise their teaching. We will use observation, your comments and other professional reports to support us in knowing what your child's next step needs to be. Depending on your child's developmental level they will access either a sensory curriculum, pre-formal curriculum, semi-formal or formal curriculum. All children whatever their level of need, has a right to access a broad, balance and relevant curriculum. We may follow the

Early Years Foundation Stage (EYFS) Curriculum with adaptations to suit the needs of your child and using the Developmental Curriculum to support planning for and assessing your child's next steps. We use play-based learning to support children to learn. For children accessing semi-formal or formal curriculum we may adapt the planning used within the mainstream to meet the needs of your child.

How will my child be taught?

Your child's area of need/s will determine the best way for us to support your child in making progress. We use a range of teaching strategies including structured teaching, workstations, worktable, communication tables, small group focused activities, one to one speech and language sessions, and larger group focused activities.

Will my child visit the mainstream school?

Your child will be allocated a class within the mainstream school according to their year group. ARP staff will observe your child within the ARP and mainstream setting and will determine when the best time for your child to access mainstream will be. The aim of your child accessing mainstream is for them to build on areas of strengths within their learning, speech and language skills and social skills. We do this on a case-by-case basis and will talk with parents about how their child is accessing mainstream. For some children, the mainstream classroom is a wonderful place, where they can further develop their strengths, work with other children, and develop their independence skills. For other children the mainstream classroom can be a distressing place where they feel apprehension and stress. We will manage this time in consultation with you to ensure that your child is enjoying all their time within the ARP and Mainstream classroom and accessing learning which is of benefit.

What is an Education Health Care Plan (EHCP)?

An Education Health Care Plan is a legal document which will sets out your child's different areas of need, long term outcomes, steps towards that outcome and your child's educational setting. While your child attends the ARP, their EHC plan will be the basis of their curriculum. Staff will use the long-term outcomes and steps towards these outcomes to create your child's learning plan, support planning and the deliver of their personalised curriculum, using the support and strategies as stated. Your child's EHC plan will be updated annually during an Annual Review which will be held within the school with the Lead ARP teacher and any other relevant professionals. Staff will respond to the needs of your child and are aware that these needs and outcomes will change more over the time with us. As the EHC plan is updated annually, staff will meet with parents on a termly basis to keep you informed on the progress of your child.

How will my child be supported to transition to another educational setting?

If your child was to move from our ARP to another specialist provision or to a mainstream school, we will work closely with the setting to ensure a smooth transition. We will invite staff from the school to come into the ARP, observe and spend time with your child. Talk with members of staff and share information. We will also invite them to a transition meeting with parents to talk through any concerns, ask questions and share information. We will ensure that all paperwork is passed to your child's new school.

When your child moves from us to secondary, we will work with you, your child, and their next setting.

- Meetings between the new setting and parents will be arranged.
- Staff from the new school will be invited in to observe your child in their classroom and discussions with teaching staff can occur.
- We will work with the new school on arranging visits.