



Central Region
Schools Trust

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Arrow Valley School SEND Information Report

How do we support children with Special Educational Needs and Disabilities?

Review Spring 2023



ne to Arrow Valley First School's SEND Information Report.

**This report can be looked through page by page
or use the 'quick links' to find answers to a
specific question.**



Needs of Special Educational Needs.

At Arrow Valley First School we recognise that every child is different and therefore, the needs of every pupil are different. This is reflected in the provision that we offer for pupils with SEND.

The four identified areas of need are :

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs

The support given to pupils will depend on what their specific needs are within these areas.



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What should I do if I think my child has Special Educational Needs?



There are many people available for you to talk to about your child's needs.

Firstly, speak with your child's teacher. They will be able to discuss any concerns you have and seek the appropriate support as necessary.

You can also speak to Miss Adams who is our Access and Inclusion Lead and school SENDCO.

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How does the school know if a child needs additional help?

We use a range of information to support the identification of additional needs.

These may include:

- Information from parents, children and staff working within school.
- Information from external agencies, including medical information when shared.
- Judgements against National Curriculum
- Teacher assessments of progress and observations within class
- Observations
- Assessments
- In-school tracking, moderation and progress meetings.

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How will both school and I, know how my child is doing?

Working together is the best way to support children. In order to keep you fully informed about your child's progress we may use:

- Parents consultations and SEND meetings
- Parents/teacher discussions, phone calls etc.
- Informal conversations
- Formal/informal assessments
- Annual school report
- Discussions with your child
- Regular informal and formal review meetings for children with SEND needs.
- Annual review meetings for pupils with Education, Health and Care Plans.
- Monitoring within school

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How does the school help me to support my child's learning?

Your child's class teacher can offer practical ways that you can support your child at home. If your child is receiving SEND Support they will have My Plan with individual targets. These will be discussed with you and your child on termly basis with your child's class teacher.

We offer a variety of other ways to help you support your child which may include;

- Reading books sent home
- Specific target work/resources may be sent if appropriate
- Links and information via the school website
- Informal discussions with school staff
- Sharing of targets, enabling home and school to take a shared approach

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How will the curriculum be matched to my child's needs?

The school provides Quality First Teaching for all pupils as the most important part of provision.

This would include:

- Pitching and matching activities/work to the needs and interests of pupils
- Support allocated within the classroom
- Carefully chosen resources to support learning
- The broad curriculum incorporates outdoor learning, physical activity, art and ICT
- The National Curriculum is delivered alongside the school curriculum
- Appropriate 'next steps' are identified for each child
- Advice from external agencies – where appropriate

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How are the school's resources allocated and matched to children's needs?

We aim to ensure that all children with SEND are provided for to the best of the school's ability with the available funds.

We have a team of teaching assistants and achievement assistants whose role is to deliver support within class and additional programmes designed to meet the needs of groups or individuals, planned for by your child's class teacher and closely monitored by our Access and Inclusion Lead.

External professionals are commissioned to come in to school to support with assessing then creating targets and programmes for pupils with a significant need.



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How will the school decide what type of support my child will receive?



The class teacher and the Access and Inclusion Lead will discuss your child's needs with you and decide what support would be appropriate. This may include small group or 1:1 support.

Assessment, observations and pupil discussions will enable us to match the appropriate support to the needs of the pupils

Different children require different types of support in order for them to achieve their full potential with reviews of targets and provision outcomes with help to identify the next steps for each pupil.

The Access and Inclusion Lead and class teacher will also work closely with a range of external professionals, to ensure that the type of support your child receives is tailored to their specific need.

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How does the school decide if the provision has been effective?

The school evaluates and reviews its provision map on a termly basis to ensure its effectiveness.

Children receiving SEND Support will have their targets continually reviewed then formally reviewed on a termly basis. Targets and reviews will be shared with parents/carers and pupils.

Children will be removed from the SEND Support when they have made progress and the gap has been reduced. However, they will be closely monitored to ensure that progress continues.

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How will my child be included in activities outside the classroom?

We are a fully inclusive school. All children are encouraged to play a full and active part in school life.

Arrangements are made, whenever possible, to enable active participation in lunchtime and after school clubs, leisure and cultural activities, trips and outings.

Additional provision and adult support will be put in place to ensure individual needs are met and enable all to be able to access activities.

Risk assessments are carried out for all outings and additional individual assessments are completed as part of this.

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How does the school provide additional support for my child's wellbeing?



We have a caring and nurturing ethos and are an inclusive school.
Our staff believe in the positive impact of strong relationships with pupils and endeavour to build these quickly through getting to know pupils as individuals.
We have a strong safeguarding team - Mrs Sarah Allen (Principal) and Miss Holly Adams (Assistant Head for Access and Inclusion).
The school uses 'THRIVE' to support the children's emotional wellbeing.
The school has a fully compliant and up to date PSHE (Personal, Social and Health Education) and RSE (Relationship and Sex Education) policies and schemes of work.
Support for individual strategies for pupils
Behaviour policy

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What training have the staff supporting SEND had or what are they having?



All staff supporting children with SEND needs are supported by the SENDCO.

Staff delivering additional support to children are supported by the SENDCO, class teachers and a range of external professionals.

Staff have, and continue to receive training from external professionals such as Educational Psychologists, Pupil Referral Units, Complex Communication specialists and Learning Support specialists.

Training can be whole school or for specific groups or individuals.

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How accessible is the school both indoors and outdoors?

Arrow Valley First School is on one level making it accessible and easy to move around.

The school has provided physical aids where necessary to support children. If a child enters the school and requires additional support to be put in place the school will attempt to ensure that this support is put in place.

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How are parents involved in the school? How can I get involved?

Parents are encouraged to play an active role in school life. This can be achieved in various ways:

- Volunteering in school activities – DBS checks are required
- Communication with staff
- Parent governors
- Parental questionnaires
- Events – such as performances
- Parent workshops

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How do children contribute their views about their support plans?

We actively encourage the children to express themselves and share their voices in their education.

Children who receive SEND support will have discussions with their adults about their targets, the provision they receive and their next steps.

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Which specialist services are available for the school to access?



School has access to and purchased support from a variety of external agencies. These include;

- Learning Support
- Education Psychologist
- Speech and language therapy service – SALT
- Child and Adolescent Mental Health Services - CAMHS
- Behaviour Support – The Beacon PRU
- Early Intervention Family Support Team
- School Nurse
- CCN/Autism team
- Early Years Inclusion Team
- School counsellor

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How will the school prepare and support my child when transferring schools or classes?



As a school the teachers are encouraged to form relationships with all of the children. This helps with transitions into new year groups in school. Transition meetings are held between current and future teachers. The children enjoy two days transition with their new teacher in Summer Term.

Transitions to middle school are informed and ensure new schools and teachers have had a conversation about each individual child. Enhanced transitions ensure more frequent contact happens with new schools.

Additional transitional activities may be included.

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Who can I contact for further information?

The first point of contact should be with your child's class teacher.

We are always happy to arrange a meeting with the Access and Inclusion Lead/SENDO.

Complaints about the management of SEND:

In the first instance any concerns regarding the provision of SEND should be made to the Principal – Mrs Sarah Allen. If the complainant feels that their concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEND must be made in writing to the Chair of Governors – Mrs Nicola Robinson.

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What is The Local Offer?

In addition to our SEN Information Report please see Worcestershire's Local Authority Offer to see what is 'Ordinarily Available' In Worcestershire schools.

Information about Worcestershire's Local Offer can be found on the Worcestershire County Council website.

<https://www.worcestershire.gov.uk/sendlocaloffer>

You can contact Worcestershire County Council through the methods below:

Call the SEND Services Helpline on 01905 845579

Email SEND Services on SEN@worcschildrenfirst.org.uk

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How do I contact the school?

Write to: Arrow Valley First School, Colts Lane, Winyates West, Redditch, B98 0LH.

Telephone : 01527 528111

Email: office:[@arrowvalleyfirstschool.co.uk](mailto:office@arrowvalleyfirstschool.co.uk)

Principal with Responsibility for Safeguarding – Mrs Sarah Allen.

head@arrowvalleyfirstschool.co.uk

Special Educational Needs Coordinator – Miss Holly Adams.

hadams@arrowvalleyfirstschool.co.uk

Access and Inclusion Lead – Miss Holly Adams.

hadams@arrowvalleyfirstschool.co.uk

Governor for Special Education Needs – Mrs Nicola Robinson. c/o

office@arrowvalleyfirstschool.co.uk

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Which other support services can help me?

We will support any parent who requests additional help and signpost or refer to the appropriate service where we can.

However, in the meantime there are many services available online for advice and guidance.

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